

1987

Wofford College Catalogue, 1987-89

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Wofford College Catalogue

1987-1989

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AUGUST 1987

DIRECTORY FOR CORRESPONDENCE

The College in General	The President
Curriculum and Faculty	The Dean of the College and Vice President for Academic Affairs
Admission to the College	The Director of Admissions
Student Life	The Vice President for Student Affairs " (The Dean of Students)
Business Management	The Vice President for Business
Student Fees and Other Financial Matters	The Controller
Alumni Interests and Parents' Programs	The Director of Alumni and Parents' Programs
Information Services, Publications	The Director of Communications
Registration, Student Academic Records, and Summer Session	The Registrar
Gifts, Grants, and Bequests	The Vice President for Development
Athletic Programs	The Director of Athletics
Scholarships and Other Financial Aid	The Director of Financial Aid
Religious Activities	The Chaplain
Career Counseling, Placement, and Cooperative Education	The Director of Career Services and Placement

The mailing address is Wofford College, Spartanburg, South Carolina 29301.

The telephone number is (803) 585-4821.

Parents, students, alumni, and friends are cordially invited to visit the campus, and for information and assistance may inquire at the Admissions Office in the Hugh S. Black Building, or at the Neofytos D. Papadopoulos Building, the Campus Life Building, or the Dupre Administration Building.

DISCLAIMERS AND COMPLIANCE INFORMATION

While Wofford College reserves the right to make changes in its calendar, regulations, fees and expenses, and courses, the information in this Catalogue accurately reflects policy and states progress requirements for graduation effective September 1, 1987.

The College makes every attempt to enforce the provisions of the Family Educational Rights and Privacy Act of 1974. This law, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them. It prohibits others, except faculty members or administrators who have "a need to know" and parents who claim their student as a dependent for tax purposes, from access to the student's records, unless that student signs a waiver. A policy statement is available upon request to the Registrar.

Wofford College's policy of non-discrimination on the basis of race, color, religion, national origin, sex, handicap, and age is in conformity with applicable federal laws and regulations.

ACADEMIC CALENDAR FOR 1987-88**1987****FIRST SEMESTER**

August	27-28	Thursday-Friday—Pre-Session Faculty Workshop
	29-31	Saturday-Monday—Orientation for new students
September	1	Tuesday—Registration for all students
	2	Wednesday—Classes begin at 8:30 a.m.
	9	Wednesday—Last day for adding courses and registering
	18	Friday—Last day for dropping courses
October	9	Friday—First grading period ends
	29	Thursday—Interim registration
	30	Friday—Fall academic holiday
November	17	Tuesday—Pre-registration for second semester
	19	Thursday—Pre-registration for second semester
	25	Wednesday—Thanksgiving holidays begin at 5:30 p.m.
	30	Monday—Classes resume at 8:30 a.m.
December	4	Friday—Last day of first semester classes
	7-11	Monday-Friday—First semester final examinations
	11	Friday—Christmas holidays begin after final examination

1988**INTERIM**

January	3	Sunday—Residence halls open
	4	Monday—Interim begins
	5	Tuesday—Last day for Interim registration or changes
	29	Friday—Interim ends

SECOND SEMESTER

January	31	Sunday—Residence halls open
February	1	Monday—Registration for second semester classes
	2	Tuesday—Classes begin at 8:30 a.m.
	9	Tuesday—Last day for adding courses and registering
	17	Wednesday—Last day for dropping courses
March	11	Friday—First grading period ends
	25	Friday—Spring holidays begin at 5:30 p.m.
April	4	Monday—Classes resume at 8:30 a.m.
	12	Tuesday—Pre-registration for first semester
	14	Thursday—Pre-registration for first semester

May	6	Friday—Last day of second semester classes
	9-13	Monday-Friday—Second semester final examinations
	14-15	Saturday-Sunday—Commencement activities

SUMMER SESSION 1988

June	6	Monday—First term begins
July	8	Friday—First term ends
	11	Monday—Second term begins
August	12	Friday—Second term ends

ACADEMIC CALENDAR FOR 1988-89**1988****FIRST SEMESTER**

September	1-2	Thursday-Friday—Pre-Session Faculty Workshop
	3-4	Saturday-Sunday—Orientation for new students
	5	Monday—Orientation and registration for new students
	6	Tuesday—Registration for returning students
	7	Wednesday—Classes begin at 8:30 a.m.
	14	Wednesday—Last day for adding courses and registering
October	23	Friday—Last day for dropping courses
	14	Friday—First grading period ends
	28	Friday—Fall academic holiday
November	3	Thursday—Interim registration
	15	Tuesday—Pre-registration for second semester
	17	Thursday—Pre-registration for second semester
	23	Wednesday—Thanksgiving holidays begin at 5:30 p.m.
	28	Monday—Classes resume at 8:30 a.m.

December	9	Friday—Last day of first semester classes
	12-16	Monday-Friday—First semester final examinations
	16	Friday—Christmas holidays begin after final examination

1989**INTERIM**

January	8	Sunday—Residence halls open
	9	Monday—Interim begins
	10	Tuesday—Last day for Interim registration or changes
February	3	Friday—Interim ends

SECOND SEMESTER

February	5	Sunday—Residence halls open
	6	Monday—Registration for second semester classes
	7	Tuesday—Classes begin at 8:30 a.m.
	14	Tuesday—Last day for adding courses and registering
	22	Wednesday—Last day for dropping courses
March	17	Friday—First grading period ends (Dates of spring holidays to be announced)
April	18	Tuesday—Pre-registration for first semester
	20	Thursday—Pre-registration for first semester
May	12	Friday—Last day of second semester classes
	15-19	Monday-Friday—Second semester final examinations
	20-21	Saturday-Sunday—Commencement activities

SUMMER SESSION 1989

June	12	Monday—First term begins
July	14	Friday—First term ends
	17	Monday—Second term begins
August	18	Friday—Second term ends



The College

Purpose Of The College

Founded in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college of approximately one thousand undergraduate men and women students.

The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious and inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his or her own individual worth while aspiring to high standards of learning and morality.

In such an environment all members of the Wofford community should develop intellectual curiosity, independence of thought, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

This concept of liberal education is in harmony with the ideals of the United Methodist Church, to which the College is related, and should lead to a Christian philosophy of life among all who study and teach and work here.

Adopted by the Faculty, September 10, 1965, and the Board of Trustees, October 5, 1965.

History Of The College

One of fewer than two hundred existing American colleges which opened before the Civil War, Wofford was founded in 1854 as a result of a bequest of \$100,000 to the Methodist Church from a Spartanburg minister and businessman, Benjamin Wofford. The College's original Main Building with its distinctive twin towers remains in use today, and is listed in the National Register of Historic Places, along with four campus homes.

Wofford's first century was blessed by two outstanding presidents, both nationally recognized as educational leaders. James H. Carlisle, who headed the College from 1875 to 1902, was a man devoted to the idea of a liberal and Christian education, and made this spirit his legacy to the College. His successor, Henry Nelson Snyder, built on this firm foundation to give Wofford a reputation for academic excellence that was recognized in 1941 with a charter for a chapter of Phi Beta Kappa. Of almost 2,000 four-year colleges and universities in the United States, only 243 have Phi Beta Kappa chapters, and only three of these are in South Carolina.

During the great era of higher education expansion after World War II, Wofford prospered. Around a core of historic buildings rose imposing new structures including the versatile Campus Life Building and the modern Sandor Teszler Library. Wofford Terrier athletic teams, with strong financial support from alumni and the Spartanburg community, competed successfully

against much larger schools. Academic innovations included a January Interim, which gave students the freedom to pursue a variety of educational opportunities both on campus and around the world. Once a men's college, Wofford voluntarily opened its doors to racial minorities in the 1960s and to women in the 1970s. At the same time, the College remained true to its classical-college heritage by deliberately limiting enrollment to 1,000 undergraduates and refusing to step back from its emphasis on being "a liberal arts institution of superior quality."

In the 1980s, under President Joab M. Lesesne, Jr., Wofford faces the future with many strengths. The College has an outstanding faculty, a dedicated and talented administrative staff, and a bright and diverse student body. Most important of all, Wofford has a roster of outstanding alumni, including five Rhodes Scholars, four Truman Scholars, and almost 40 college presidents; a host of government leaders at every level, including more than 150 members and former members of the South Carolina General Assembly; fourteen generals and four admirals; and numerous leaders in medicine, religion, law, education, and business. Surely, Wofford's Latin motto, *Intaminatis Fulget Honoribus* ("Untarnished, she shines with honor"), has never been more true than it is today.

The Sandor Teszler Library

The Wofford library collections are housed in the Sandor Teszler Library, a three-level building with seating accommodations for 385 readers. In service since the fall of 1969 and named as one of the "Outstanding Buildings of the Year" by the South Carolina Chapter of the American Institute of Architects, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader.

The library's resources and materials—journals, newspapers, microforms, and books—are acquired and maintained to sustain the College's educational programs, to support research activities, and to provide access to information of current and continuing importance. There are more than 172,000 volumes in the collections, including bound journals and microforms. In special collections are some 10,000 volumes, including important scholarly materials from the 15th through the 20th centuries. In addition, on-line searches for data requested by students and faculty can be performed through several bibliographic databases to which the library has access.

Also housed in the library are the Wofford College Archives, the records and historical material of the South Carolina Conference of the United Methodist Church, a gallery with a changing schedule of exhibits, and conference areas with media facilities.

All departments of the library are under the supervision of professional librarians who are available to assist library users in research and full utilization of the library's resources.

The collections and services of the main library are augmented by departmental libraries in biology, chemistry, and psychology, and by the services of the campus Media Center.

Accreditation

Wofford was one of nine colleges which met in Atlanta in 1895 to form the Southern Association of Colleges and Schools, and is fully accredited by this regional body today. The teacher education program is accredited by the South Carolina Department of Education under NASDTEC standards.

Phi Beta Kappa

Having been granted a Phi Beta Kappa charter in 1941, Wofford is one of two private colleges in South Carolina with chapters of Phi Beta Kappa, a national honorary scholastic society. Eligibility for individual membership in Phi Beta Kappa is based upon scholarly achievements, high character, and special intellectual attainments.

Degrees

The College grants the degrees of Bachelor of Arts and Bachelor of Science, and also confers appropriate honorary degrees.

The Academic Program

The academic program is the primary means by which Wofford College seeks to realize its purpose. Study in a liberal arts curriculum is thought to be the most effective experience for developing abilities and motivations for lives of service and fulfillment. Liberal arts education emphasizes general knowledge and intellectual skills. It acquaints the student with the best of our cultural heritage and develops the abilities to think, to learn, to communicate, to judge, to adapt, and to solve problems. In a Christian community liberal education also promotes character, appreciation of values, and mature ethical choices. Such general knowledge, abilities, and appreciations are practical for careers of leadership and service and meaning.

The College recognizes that its stated purpose requires its students (1) to acquire knowledge of themselves, the environment, and social institutions and relationships; (2) to become competent learners; and (3) to discover a motivation for learning throughout their lives. The distinctive feature of a Wofford education is that it deals with attitudes and values, as well as with facts and skills, in an atmosphere of Christian community. Wofford has modified its programs to include new and relevant material and approaches, but there has been little change, if any, in Wofford's concept of the purpose of and the reason for a liberal education.

The Curriculum

Courses of study at Wofford express the College purpose and philosophy. The curriculum combines the traditional and the experimental. It exposes students to a broad range of knowledge and provides opportunity to achieve expertise in one or two fields.

General Requirements

All students are required to complete a core of general requirements to insure a broad exposure to our intellectual heritage. These studies are in English, fine arts, foreign languages, humanities, science, history, philosophy, religion, and physical education.

Fields of Concentration

The curriculum also provides that students, after completing the core of general requirements, major in one of several fields: accounting, art history, biology, business economics, chemistry, economics, English language and literature, finance, foreign languages, government, history, humanities, intercultural studies, mathematics, philosophy, physics, psychology, religion, and sociology. Course work is available also in seven fields in which majors are not offered: computer science, education, geology, military science, music, theatre, and physical education.

Interim

The academic year at Wofford is divided into three parts: a fall semester of four months; the Interim, which occupies a winter month between the two semesters; and a spring semester of four months.

In the semesters, students and faculty take part in an educational program that seeks to embody and build upon the best accepted and proved traditions for offering and obtaining a liberal education. While that itself involves substantial use of new materials and new approaches at Wofford, innovation and experiment are the *keynotes* of the Interim. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that could not be justified in the semesters.

Further, the Interim frees teachers and students from many of the usual class commitments of the semesters and permits each to concentrate for a month on a single study project of his or her choosing. Interim projects are designed to move beyond traditional classroom courses and teaching methods, to consider important topics in relevant ways and places, to observe issues in action, to develop capacities for independent learning, and to encourage the responsible self-direction of educational development.

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The grades of Pass with

Honors, Pass, and Fail are used in noting the quality of students' Interim work and accomplishments, and this system of evaluation, as well as the general philosophy of the Interim, allows students to participate in Interim projects in which they have interest but not full background, without incurring great risk of damaging the over-all picture of their academic performance.

Pre-Professional Preparation

Many students attend Wofford in order to prepare themselves for professional and other careers. The curriculum provides sound background for the world of work or for study in graduate or professional schools. Pre-professional advisors at Wofford assist students in planning programs of study appropriate to their interests. Pre-professional programs provided by the Wofford curriculum are: law, medicine, dentistry, nursing, veterinary science, engineering, and ministry. The program in education leads to certification for secondary school teaching in biology, chemistry, English, French, Spanish, mathematics, physics, and social studies.

While selected combinations of courses may be recommended for specific objectives, any of the traditional disciplines is sound basic preparation for the world of work. For this reason, pre-professional students are expected to complete majors as part of their study.

Advanced Placement

Wofford grants advanced placement to students who have successfully participated in the Advanced Placement (AP) Program of the College Entrance Examination Board. This is a program of college-level courses and exams for secondary school students. Wofford awards credit and exemption to students whose AP examination grades are acceptable (see section on admissions). Study in AP courses increases students' chances of success in college. Wofford encourages enrollment of students with AP credits.

Cooperative Education

The Cooperative Education Program (Co-Op) is an educational opportunity combining study toward the Wofford degree with management training in business or industry. In most instances the program calls for students to alternate periods of full-time work and study, usually two semesters at work with one to three semesters of school in between. No academic credit is awarded for the periods of work, but the combination of academic and management training provides exceptional preparation for careers.

Army Reserve Officer Training Corps

Completion of the ROTC program at Wofford College earns men and women commissions as second lieutenants in the Regular Army or the United States

Army Reserve. The program prepares students for all branches of the Army, except for those requiring additional study on the graduate level (medical corps, for example). Delays in beginning active service may be granted to commissioned students who wish to attend graduate or professional school.

Participation in ROTC at Wofford is voluntary. It should be of interest, however, that among colleges and universities which offer ROTC on a voluntary-participation basis, Wofford has consistently been a leader in the percentage of students enrolled in the ROTC program. In academic year 1986-87, for example, almost a third of the Wofford student body participated in the program. Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays tuition and certain other expenses (see Catalogue section on financial aid). The normal four-year sequence of ROTC instruction is divided into the Basic Program and the Advanced Program.

The Basic Program is normally taken during the freshman and sophomore years. It involves no obligation for military service. The four courses in the Basic Program are intended to introduce the student to military customs and organization, familiarize the student with selected weapons, and develop leadership. These courses combine for a total of six credit hours, all of which may be applied toward graduation.

The Advanced Program is offered for students selected on the basis of leadership potential who meet the academic and physical standards and who have successfully completed the six credit hours in the Basic Program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the Basic Program for this purpose.) The Advanced Program, normally taken during the junior and senior years, offers a maximum of twelve credit hours. The four courses include instruction in leadership, tactics, military law, administration, and exercise of command. Advanced Program cadets receive a tax-free allowance for ten months of the academic year, and are also paid during the six-week summer camp they are required to attend between the junior and senior years.

The Advanced Program cadet may elect to enter active duty for three years or participate in the Reserve Force Duty Program (RFD) as means for fulfilling the incurred obligation for military service. Under the RFD program, the student will be commissioned in either the National Guard or the U.S. Army Reserve for a total of eight years, during which time he or she attends monthly paid drill periods.

In addition to the Basic and Advanced Programs of classroom instruction, the Military Science Department at Wofford sponsors numerous extracurricular activities which are designed to complement skills learned in the classroom. Participation is voluntary and no academic credit is awarded. The activities presently offered are Rifle Team, Ranger Platoon, a chapter of the national military honor society of Scabbard and Blade, and adventure activities such as rappelling, orienteering, and mountaineering.

Cooperation With Other Institutions

The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College. Students at either institution may register on a space-available basis for certain courses offered at the other college, and thus the number and types of courses available to students are considerably increased, efficient use of educational resources is developed, and a fuller relationship between two colleges of similar purpose is fostered.

In addition, Wofford has joint programs with Columbia University and Georgia Institute of Technology in two-degree, five-year curricula in liberal arts and engineering, and a cooperative program with the Emory University School of Nursing.

Further information about these programs is available elsewhere in the Catalogue or in the office of the Registrar or of the Dean of the College.

Foreign Study Opportunities

Qualified students are urged to consider opportunities for study and travel in other countries. Such experiences offer invaluable educational enhancement and help develop one's appreciation for other peoples and other cultures.

Several examples of available foreign study programs are outlined below. Interested students may consult the President or Dean of the College regarding the Presidential Scholar opportunity, and the Chairman of the Department of Foreign Languages and the Registrar for information about the further programs noted.

The Presidential Scholar

Through the generosity of a friend of the College, one rising junior or senior annually is given financial support for a full year of study and travel in developing nations of the world. The recipient, known as the Presidential Scholar, is expected to plan a program of research and experience in at least five different language areas in the "developing nations." This special opportunity is intended to expose students to diverse world cultures and problems which define the contemporary world. There is only one Presidential Scholar each year, but because he or she is expected to share the experience with others upon return to Wofford, the entire campus community is made more aware of the diversity of human experience and of the importance of taking the "Third World" into account.

Wofford-Related Programs For Foreign Study

Wofford's association with the Council on International Educational Exchange (CIEE), the American Institute for Foreign Study (AIFS), and the



Institute of European Studies (IES) makes available to Wofford students a number of opportunities for year, semester, and summer programs of study abroad in Austria, France, Switzerland, Italy, England, Germany, Spain, Singapore, Japan, China, USSR, Mexico, and the Dominican Republic.

These programs offer a wide variety of courses and specialized curricula; several do not require preparation in the language, but do require on-site language study. For the Wofford students who participate, credits in these programs are awarded by Wofford and thus are included in the computation of the cumulative grade-point averages of those students. Program costs are comparable to those of attending Wofford, plus international travel expenses; Wofford financial aid may be applied toward program costs.

Whether through Wofford or through another institution (see below), when a student undertakes an approved foreign study program whose calendar precludes his or her participation in the Wofford Interim as ordinarily required, satisfactory completion of the foreign study program will stand in lieu of successful Interim participation for that year.

Other Foreign Study Programs

Wofford students may apply directly to other American colleges and universities for participation in the variety of foreign study programs they sponsor in Europe, Latin America, Asia, and Africa. Credits awarded for courses passed with grades of C or higher in these programs may be accepted at Wofford as transfer hours (which do not affect the student's grade-point average).

Wofford students have access also to various other opportunities for foreign study, such as travel/study projects in the Interim.

Summer Session

The Summer Session, conducted in two terms of five weeks each, begins each year in early June and ends in mid-August. (Specific dates are indicated in the calendars appearing in this Catalogue.) The summer academic program reflects the same general purpose as that of the fall and spring semesters. It also provides special advantages in allowing both current and new students an opportunity to accelerate their work toward the bachelor's degree, in permitting students to make up academic deficiencies they may have incurred, and in providing an opportunity for rising high school seniors to take college courses and earn college credits during the summer. The Summer Session also provides for teachers and other professionals the opportunity to take undergraduate work for certification and recertification.

In each term, summer courses normally meet five times weekly, Monday through Friday, in daily class sessions of one hour and forty minutes per course. In addition, science courses have laboratories three afternoons a week. Most summer courses carry credit of three or four semester hours each, and students may undertake a maximum of two courses per term.

The certifying bodies of the various states have their own rules for granting professional credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in the summer courses. The State Department of Education in South Carolina has established requirements which specify in some detail the educational training for certification. It should be noted that these requirements include professional courses in education and specialized training in content or subject matter.



The Deans and the Registrar exercise general supervision over the student services program. Services are available through the admissions office, the financial aid office, the residence halls, counseling and advising programs, health facilities, the office of the campus minister, and the center for career counseling, cooperative education, and placement. All of these are intended to help meet the needs and develop the capacities of students.

The student activities program is coordinated by the Campus Union through the office of the Dean of Students. All funds for student activities are allocated through the Campus Union. The Student Affairs Committee, composed of faculty and students, approves and regulates all student organizations.

Orientation

Because it is important that new students come to appreciate as soon as possible that they are members of the campus community and that such membership brings certain responsibilities and opportunities to them, Wofford conducts programs of orientation for freshmen and transfer students. During the periods of orientation, which are held at the opening of the fall and spring semesters, participation in the program of planned activities enables new students to become acquainted with each other and with upperclass student leaders, faculty members, advisors, the educational program, campus facilities, and Wofford traditions, standards, and policies.

The orientation programs are planned by a college committee of faculty members, students, and administrators, and are carried out under the supervision of the Dean of Students.

Guidance and Counseling Programs

Office of Career Services and Placement (Counseling, Cooperative Education, Placement)

The Office of Career Services and Placement serves a number of functions. It provides career guidance and counseling for Wofford students and prospective Wofford students, makes available to Wofford's constituencies a variety of information on the career relevance and importance of liberal arts studies, offers vocational preference testing, provides Wofford faculty advisors with career information which they may impart to their advisees, and maintains a collection of publications on careers and vocations. The Director also coordinates the Cooperative Education Program, an arrangement which permits students to work toward completion of degree requirements and of a management training program concurrently. This opportunity is described more fully elsewhere in this Catalogue.

The Director and staff of the Office help seniors and graduates locate employment positions in fields appropriate to their interests and abilities. Students seeking placement are invited to register with the Office early in their senior year. When they have done so, they have access to the Office's various services, which include assisting with the preparation of credentials, providing information regarding job opportunities, developing contacts with prospective employers, and arranging interviews with representatives of various businesses and industries who are invited to the campus.

The Office of the Chaplain

The Chaplain conducts a wide range of counseling and ministering activities. Ministry is available to all persons in the College community (students, faculty, administration, staff, non-academic employees, and parents). The Chaplain administers programs which involve students in Christian service and witness.

Faculty Advising for Freshmen and Sophomores

Before arriving at the College, each new student is assigned to a faculty advisor for the first two years at Wofford. Before each registration, freshmen and sophomores plan their academic programs with the assistance of their advisors, who are also available throughout the year to help with curricular or non-curricular guidance.

In order to take full advantage of advisors' abilities and interests in assisting them with sound, helpful counsel in the critical first two years of college, freshmen and sophomores should feel free to initiate contact with their advisors on any matters with which they need help.

Departmental Advising

Toward the end of the sophomore year, students are to specify the academic department in which they intend to major. When that step is taken, a faculty member in the intended major department (normally the Chairman) becomes the student's advisor for the junior and senior years. During that time, students can and should consult their departmental advisors on all matters concerning their majors and related work.

Student Health Services

The College maintains on campus an infirmary staffed by a registered nurse, with College physicians on call. Preventive as well as remedial attention is given.

The comprehensive fee paid by resident students entitles them to medical care by the College nurse or College physicians in ordinary cases of sickness.

and accidents. Bed care in the infirmary is available for a limited time for minor illnesses when necessary. The fee does not provide, and the College does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals. A voluntary health and accident insurance program is available. Each student will receive details on this program prior to registration each fall.

Wofford participates in a referral program operated by the Spartanburg Alcohol and Drug Abuse Commission so that when the need is indicated, students and employees may receive professional counseling and assistance.

Student Employment

A limited number of part-time jobs are available on the campus. Students interested in on-campus employment should contact the Director of Financial Aid. Also, there are opportunities for part-time off-campus employment in Spartanburg. Students who are interested in securing such employment should consult with the Director of Job Development in the Financial Aid Office.

While many Wofford students hold part-time jobs, experience has shown that in the freshman year only the most able students can hold regular outside employment of more than 10-20 hours per week and at the same time do satisfactory academic work. The first-year student therefore should be guided accordingly.

Financial Aid Services

Financial aid services are available in the Financial Aid Office (see Catalogue section on Finances). In addition, the chairmen of the academic departments can assist Wofford seniors by providing information regarding scholarships, fellowships, assistantships, and other financial aid for study in graduate and professional schools.

Residence Halls

The College operates five residence halls accommodating approximately eighty percent of the student body. Residence hall life is an important part of the educational experience at Wofford.

While a few single rooms are available, most residence hall rooms are designated for double occupancy. The rooms are equipped with basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels; these may be rented from a private firm which offers its service on the campus.

Students, including freshmen, insofar as facilities permit, are assigned with requested roommates. They are assisted in developing the residential community by hall counselors who live on each floor. These student staff members are selected for their ability to assist and advise their fellow students. Each resident assistant is alert to the needs of students who have academic or other personal problems. They work with the Dean of Students to create an atmosphere conducive to the well-being of all students. All students are responsible for maintaining this atmosphere.

Students are expected to maintain financial responsibility for the loss of personal belongings through fire or theft.

Religious Opportunities

Wofford College is a Christian institution related to the United Methodist Church. It strives to create an atmosphere congenial to the development of Christian character. It insists that members of the faculty be persons of integrity and that they cooperate sympathetically in maintaining and developing the religious life of the campus. In the matter of academic instruction, the departments of religion and philosophy offer appropriate courses in Bible, ethics, and Christian history and thought. In their own religious development, students receive encouragement and guidance from the faculty, worship services, religious programs and frequent public lectures, periods of religious emphasis, and the activities of student religious organizations.

Student Regulations

Wofford's regulations and policies regarding campus life and student conduct are stated in the *Wofford College Student Handbook*. Included are statements on such matters as the use of alcoholic beverages, the prohibition of illegal drugs, the campus judicial system, the rights of due process, and policies regarding academic discipline and class attendance. The *Handbook* also contains in full the Code of Student Rights and Responsibilities. The *Handbook* is distributed to all students at the beginning of each academic year; all are expected to become familiar with the information in the *Handbook* and to keep it available for reference.

Automobile Regulations

A motor vehicle operated on campus must be registered with the Public Safety Department within two working days after the vehicle is brought on campus. At the time of registering a vehicle, the operator will be given a copy of campus parking and traffic regulations, with which all are expected to be familiar and to comply.

Residence Regulations

All single full-time students, except those commuting daily from their homes or homes of relatives (i.e., grandparents, aunts, uncles, or married brothers and sisters) are required to live in the College residence halls and to take their meals in the College dining hall. Exceptions may be granted by the College, upon application, in the following cases: (1) A student who is in active military service or who is a veteran of two years of military service, (2) A student who is regularly employed thirty-five hours or more each week and whose schedule would make living in the residence halls or taking meals in the dining hall impractical, (3) A student who for reasons of health, *certified by a physician or practicing psychologist*, cannot accommodate to residence hall living or who cannot receive a proper diet in the dining hall.

Students taking fewer than nine hours in a semester must have special permission from the Dean of Students to live in the residence halls.

Each resident student must pay a \$50 security deposit which is held by the College as long as the student reserves or resides in College housing. When there are residence hall damages for which a student is responsible, the student will be charged for them and the charges will be deducted from the deposit. At the time a student ceases to reserve or reside in College housing, the balance of the deposit becomes refundable.

Resident students who wish to retain rooms for another year must notify the Director of Housing in writing and make a \$150 room reservation deposit to obtain a room assignment for the next year. This deposit is refunded if the Director of Housing is notified in writing prior to June 1 that the student does not plan to return to the residence hall to live.



Student Activities

Wofford maintains a program of student activities which complement and support the academic program in achieving the College's purpose. The Dean of Students administers the activities program.

Organizations

Formal recognition of student organizations may be granted upon application to the Student Affairs Committee. Named and described below are the organizations which are currently recognized.

Academic, Service, and Honorary Organizations

Accounting Society: To provide a forum for open discussion and advancement of accounting in business, to supplement classroom offerings and enable students to gain a better understanding of accounting and its role in the business world.

Adventurers Club: To promote appreciation for ecology and to develop outdoor skills including backpacking, camping, canoeing, and whitewater kayaking.

Alpha Phi Omega National Service Fraternity: To develop leadership, promote friendship, and provide service to humanity.

American Chemical Society, Student Affiliates: To promote and extend the understanding and study of chemistry through fellowship with those who are concerned with this field.

Association of Afro-American Students: To provide a favorable political, social, and cultural environment for students; to help black students learn to live as citizens in a changing society; to develop black student leaders; to open the campus to the black community.

Baptist Student Union: To provide religious activities for students through Bible study, discussions, retreats, and conferences.

Blue Key National Honor Fraternity: To recognize juniors and seniors for academic and extracurricular leadership.

Campus Christian Association: To develop the Christian community on campus and provide a means for spiritual growth for the individual members.

Delta Phi Alpha: To honor excellence in the study of German and promote understanding of German literature and culture.

Economics Society: To provide a forum for free and open discussion of economic concerns of importance, to supplement the classroom offerings in economics, and to provide an outlet for student ideas.

Fellowship of Christian Athletes: To confront athletes and through them other youth with the challenge and adventure of accepting Jesus Christ as Lord and Savior.

Forensics League: To encourage awareness of public issues and an interest in public speaking events available to Wofford students.

Norman C. Armitage Societe d'Escrime: To devote itself to the preservation of the fencing arts and the development of individual fencing skill.

Pep Club: To promote spirit and enthusiasm at athletic events following the leadership of the cheerleaders.

Phi Beta Kappa: To encourage academic excellence by honoring persons elected on the basis of scholarly achievement, high character, and special extracurricular intellectual attainments.

Pi Delta Phi: To recognize outstanding scholarship in French language and culture.

Pi Gamma Mu: To improve scholarship in social studies and inspire social service to humanity by an intelligent approach to the solution of social problems.

Pre-Law Society: To foster interest in legal careers and disseminate information concerning all aspects of the legal profession.

Pre-Medical Society: To acquaint pre-medical students with the field of medicine and further their interest in the profession.

Pre-Ministerial Society: To provide students with activities and information relating to careers in the ministry.

Psi Chi: To further interest and educational inquiry into all aspects of scientific psychology.

Scabbard and Blade: To raise the standard of military education in American colleges and universities; to encourage and foster the essential qualities of effective officers; to promote fellowship among the cadet officers; and to sponsor civic, recreational, and charitable activities.

Senior Order of Gnomes: To gather together and recognize two to four of the most prominent and influential members of the senior class.

Sigma Delta Pi: To honor students for excellence in the study of the Spanish language.

Society of Physics Students: To advance and share knowledge of the science of physics and to encourage student interest in physics throughout the academic and local communities.

Theatre Workshop: To provide an outlet for Wofford students to express themselves through the dramatic arts.

Wofford College Campus Union: To coordinate the various aspects of campus life through the student assembly and its committees.

Wofford College Heritage Club: To unite its members in fellowship and in co-operative effort with the College community toward the fulfillment of the purposes of the College.

Wofford College Young Democrats Club: To provide an organization for students who are Democrats to express themselves politically.

Wofford College Young Republicans: To provide students with the opportunity to participate in the political process on a national, state, and local level.

Musical Organizations

Glee Club: To give qualified students the opportunity to develop and use choral music skills. The Glee Club makes numerous public appearances and participates in a spring tour.

Gospel Choir: To develop an appreciation for gospel music. The Gospel Choir develops fellowship through the practice and performance of gospel music.

Concert Choir: To give qualified students the opportunity to develop and use choral music skills in a coeducational choir. The Concert Choir makes numerous public appearances and participates in a spring tour.

Pep Band: To give students with previous instrumental experience an opportunity to develop their musical skills through rehearsals and public appearances at athletic and other College events.

Wofford Singers: to give selected students opportunity to perform in a show choir for College and civic functions.

Social Fraternities

Interfraternity Council is the executive body for six of the seven national Greek fraternities on campus. The Council arbitrates fraternity disputes and handles all interfraternity social affairs in addition to administering fall rush.

The social fraternities for men at Wofford are:

Kappa Alpha	Omega Psi Phi
Kappa Sigma	Pi Kappa Phi
Pi Kappa Alpha	Sigma Nu
Sigma Alpha Epsilon	

The Wofford College Panhellenic Council is composed of representatives from all eligible women's fraternities and sororities on campus. The Council (delegates from each chapter) is responsible for local panhellenic operation in accord with National Panhellenic Conference policies and procedures and for developing and maintaining fraternity life and interfraternity relations at a high level of accomplishment.

The social fraternities for women at Wofford are:

Kappa Delta	Zeta Tau Alpha
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Represented at Wofford are three sororities affiliated with the National Panhellenic Conference. These are not Wofford College organizations, but there are chapters in the local area which accept members from all area colleges:

Alpha Kappa Alpha
Delta Sigma Theta
Zeta Phi Beta

Athletics

Wofford's program of intramural sports provides for the organization and participation of intramural teams in various sports, including softball, touch football, basketball, racquetball, tennis, and volleyball. All students are urged to participate in these sports because of their influence upon the building of healthy bodies and the development of character.

The College recognizes that a program of intercollegiate athletics conducted in accord with high amateur standards is also an important part of college life. As a member of the National Association of Intercollegiate Athletics, the College conforms to the rules and requirements of that association. The College also conforms to the rules and requirements of the National Collegiate Athletic Association. Wofford fields intercollegiate teams in football, basketball, baseball, tennis, golf, soccer, and volleyball.

Publications

The Publications Board exercises financial control over the three principal student publications and elects their editors-in-chief and business managers. In addition, the Board is at the service of the student staffs for suggestions or advice concerning their work.

Publications under the jurisdiction of the Board are the *Old Gold and Black*, a campus newspaper; the *Journal*, a literary magazine; and the *Bohemian*, a yearbook.

The publications afford excellent training in journalism and in business management to those students who have special aptitude in those fields. Interested students are assisted and encouraged by the faculty in their efforts. The *Old Gold and Black*, edited by the students, presents reports of news and happenings on the campus, together with editorial comments and interpretations of matters of special interest to students.

The *Journal*, established in 1889, is intended to represent the best intellectual life of the student body. It publishes stories, poetry, essays, drawings, and photographs. It is produced once or twice during the school year.

The *Bohemian* is published annually near the close of the year by the student body. It is a record of student activities and achievements for the year — literary, scholarly, athletic, social, and religious — and it includes photographs of various college organizations, campus scenes and buildings, and individual students, faculty, and staff.

Standards governing student publications are printed in the Code of Student Rights and Responsibilities.

Awards

The following awards are among those given through the College in recognition of excellence in various achievements and qualities:

Academic Major Awards: Given by faculty to outstanding seniors for academic excellence.

The W. Norman Cochran Citation: Given for excellence in the field of publications.

Charles E. Cauthen Award: Given to a member of the Kappa Alpha Order for academic achievement.

Helmus Poetry Prizes: Given for outstanding achievement in the writing of poetry.

Journal Awards: Given for outstanding achievement in the writing of short stories.

Military Science Awards: Awarded by various organizations to students enrolled in military science for outstanding character, performance, and potential for service.

Music Awards: Given for outstanding achievement in the performance of choral and instrumental music.

American Legion Award: Given to a senior for demonstration of academic excellence, courage, and campus citizenship.

Outstanding Citizen Award: Given to the senior who has made the greatest contribution in service to the College.

Who's Who Among Students in American Universities and Colleges: Bestowed upon a select group of seniors in recognition of excellence in scholarship, leadership, campus citizenship, service to the College, and promise of usefulness to business and society.

The Algernon Sydney Sullivan Award: Awarded annually by the College through the benefaction of the Southern Society of New York to two men, one a member of the senior class, the other a non-student, in recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award: Awarded annually to two women, one a senior student, one a non-student, in recognition of humanitarian character and in memory of Mary Mildred Sullivan, a woman of rare gifts, overflowing love, and unending benevolence in the service of mankind.

The William Stanley Hoole Award: Named after William Stanley Hoole, class of 1924 and captain of the 1923 Wofford College football team, and awarded annually to the senior intercollegiate athlete with the highest academic average.

The William James McLeod Award: A silver bowl and an honorarium pre-

sented annually to a graduating senior whose leadership contributions at Wofford College best typify the ideals of dedicated and responsible service exemplified by the life of William James McLeod, who was a merchant and farmer of Lynchburg, South Carolina, known for his service to his nation as an infantry officer, his state as a public official, the church as a Methodist layman, and Wofford College as a member of its first Board of Advisors from 1888 to 1890.

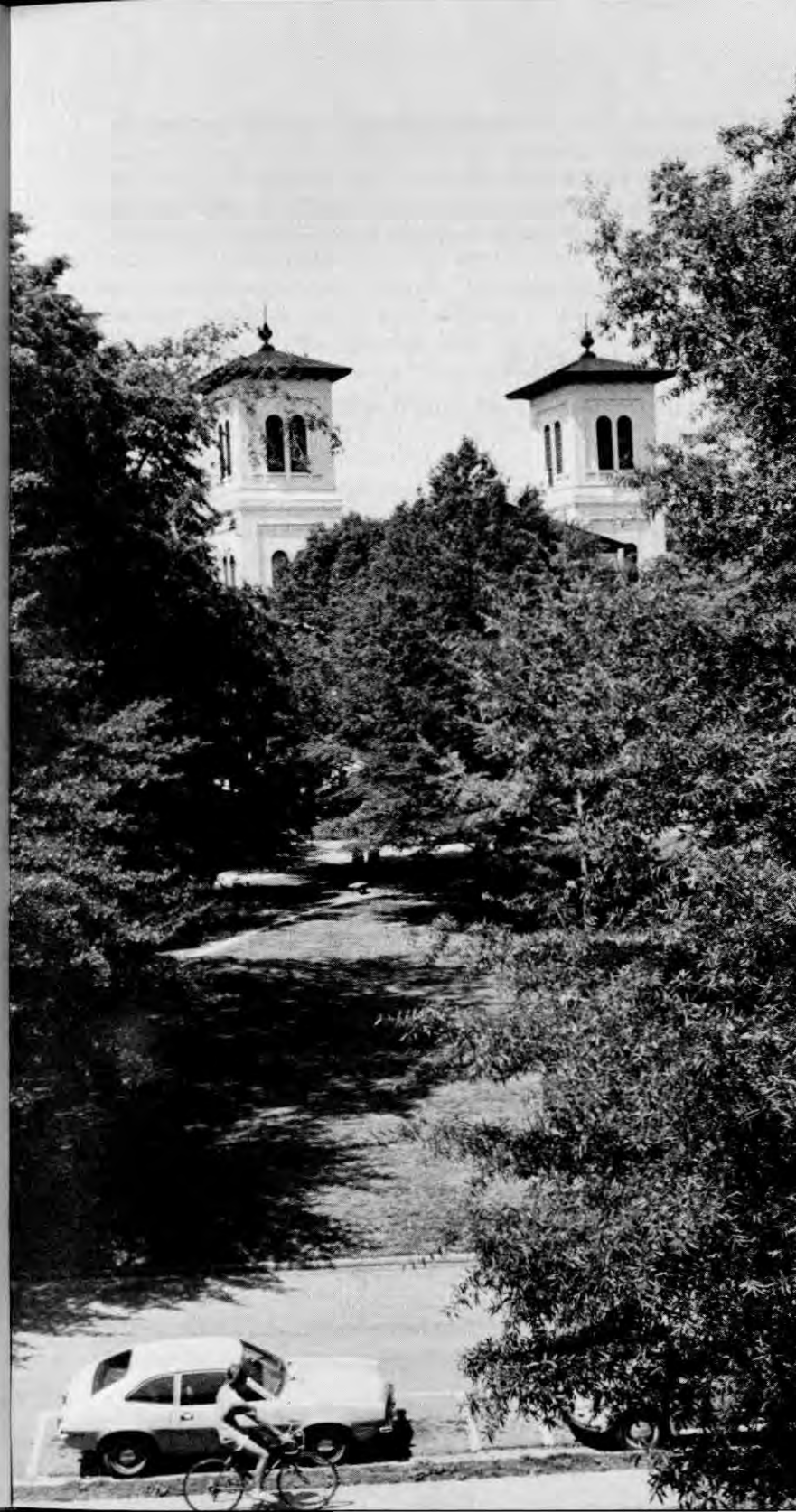
The Charles J. Bradshaw Award: A silver bowl presented annually to the senior varsity athlete whose academic, leadership, and citizenship contributions at Wofford College best typify the ideals and contributions of Charles J. Bradshaw, student body president in the Class of 1959, whose example as parent, churchman, public-spirited citizen, and practitioner of the American business system has brought honor to his alma mater.

The President's Award: Given in those years in which a senior has made unusual contributions to the College.

The Walter E. Hudgins Award: A medallion and a cash prize from an endowment fund created with memorial gifts and a bequest from the estate of Dr. Walter Hudgins, who was Professor of Philosophy at Wofford from 1972 until his death in 1986, to honor students who not only perform well in class but also display intellectual curiosity and zest for learning and life outside the regular academic curriculum.

The Presidential Scholar Award: Given to a rising junior or senior selected annually to plan and conduct a year of study and travel in developing nations of the world. A stipend covers costs. This unique opportunity is provided by a friend of the College to expose students to the diversity of cultures and problems which define the contemporary world.

The Arthur B. and Ida Maie S. Rivers Award: Presented annually to the member of the senior class who most exemplifies traits of integrity, virtue, gentleness, and character. This award is supported by an endowment fund given by Colonel (Ret.) R. Stafford Rivers, of Columbia, South Carolina, in memory of his parents.



Wofford College admits men and women of good character who demonstrate the potential for successful academic work at Wofford. The College seeks students who are ready to assume responsibility for their personal behavior and for their learning and who will contribute to the campus community. Wofford seeks students from diverse racial, cultural, economic, and geographic backgrounds.

Dates Of Entrance

Freshmen and transfer students may enter the College in September, February, June, or July.

Application Procedures

Students should write to the Director of Admissions for information on application procedures. Wofford's application packet, included in the viewbook, contains all the necessary forms and instructions.

1. All persons seeking admission must complete the Application for Admission which is to be submitted to the Admissions Office with a \$25 non-refundable application fee.
2. Transcripts of previous academic work are important indicators of academic potential. Applicants for the freshman class must have transcripts of their high school records sent to Wofford directly from the high schools attended. Transfer applicants must submit high school transcripts, college transcripts, and Information on Transfer Student forms (obtained from the Admissions Office and completed by an official of each college attended).
3. The results of a student's performance on standardized tests are helpful in assessing potential for success at Wofford. All freshman and transfer applicants are required to submit the results from their performance on the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). Achievement Tests in two fields of interest are recommended, but not required.
4. An evaluation from the guidance counselor is required for all freshman applicants. It should be sent to the College by the high school. In addition, it is helpful to have a letter of recommendation from a teacher or other respected adult who knows the applicant well. These may be sent to the Director of Admissions for freshman and transfer applicants.
5. A Medical History and Physical Examination Form will be mailed to each accepted applicant. This form must be completed by a physician and mailed to the Admissions Office before the student enrolls in the College.

Admission Decisions

Because the number of places in the Wofford student body is limited, it is advisable that students seeking admission complete the application process as early as possible. Those applying for admission to the freshman class should submit their application materials early in their senior year of high school, and students applying for transfer admission should complete the process similarly in advance of the point at which they wish to enter.

As indicated in the following chart, the earlier the completed application is received by the Admissions Office, the earlier the applicant is notified of his or her admission status. This, in turn, provides a way for the admitted student to reserve a place in the student body early enough to minimize concerns about the availability of space.

<i>Notification Priority</i>	<i>If Completed Application Is Received By</i>	<i>Applicants Will Be Notified of Status By</i>
First	December 1	December 15
Second	January 15	February 1
Third	March 1	March 15

Students whose completed applications are received after March 1 will be notified of their status on a rolling basis.

Applicants who are offered admission (whether under priority or through rolling notification) may reserve their places in the Wofford student body on a first-come, first-served basis (as long as space is available) by submitting a \$150 deposit for the resident student or a \$100 deposit for the commuting student. These deposits are applied toward the comprehensive fees which are due prior to the fall semester; the deposits are not refundable after May 1. (Deposits by students who are to enter Wofford at the start of the spring semester are applied toward the comprehensive fees due for that semester.)

Interviews And Campus Visits

Applicants and other interested students are urged to visit the campus and talk with representatives of the College. Visitors can be served more effectively if arrangements are made in advance. Interviews may be scheduled for weekdays from 9 a.m. to 4 p.m. and, by appointment only, for Saturdays from 9 a.m. to noon. The Admissions Office telephone number is (803) 585-4821, extension 275. The office is located in the Hugh S. Black Building.

Twice a year the College holds hospitality visitation programs for invited high school juniors and seniors. Interested students and parents should contact the Director of Admissions for further information about these and other opportunities for visiting the campus.

Requirements For Admission

Students should prepare for the challenges at Wofford by taking strong academic programs in high school. Applicants should be in the senior year of high school, and normally must be high school graduates when they enroll at Wofford. While the College does not prescribe a rigid set of course requirements, it strongly recommends that applicants' high school study include the following:

English	4 years
Mathematics	4 years
Laboratory Science	3 years
Foreign Language	2 years
Social Studies	2 years

Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admissions pays particular attention not only to the courses and level of curriculum the student has taken, but also to class rank, test scores, grades, extracurricular leadership, and recommendations from the guidance counselor and the Wofford admissions counselor.

In unusual circumstances the College will admit applicants who desire to enter college without having previously obtained a high school diploma. Such applications are carefully reviewed by the Committee on Admissions, and admission may be granted on evidence of superior ability and maturity. Other persons who have obtained, by means other than the normal procedure, the equivalent of the requirements for admission will be considered on an individual basis.



College Study Opportunities For High School Juniors And Seniors

Wofford College makes it possible for qualified students to combine high school study with the freshman year in college in two ways.

For rising high school seniors, Wofford offers the Summer Advancement Program. This is an opportunity for qualified students to attend Wofford, taking regular courses, during the summer preceding their senior year. The experience acquaints them with college and can help in the selection of high school courses which will improve their background for future college-level work. Credits earned in the Summer Advancement Program may be applied toward the student's record should he or she enter Wofford as a full-time student upon graduation from high school. Transfer to other colleges of credits earned in this program is subject to the approval of the other institutions. Eligibility for the program is based upon high school academic performance and recommendations from guidance counselors and teachers, with additional consideration given to standardized test scores. Admission is granted on an individual basis, but a general guideline for eligibility is that the applicant should rank in the top quarter of his or her high school class. Application may be made by writing to the Director of Admissions. The Summer Advancement Program is offered within the same calendar, and for the same fees, as the Summer Session at Wofford.

In the second program, Wofford provides opportunity for high school juniors and seniors to take one or two courses each semester at Wofford. Credits earned in these courses are applied toward the degree at Wofford and may be transferred subject to the regulations of other institutions. Applicants for this program must be in college preparatory work in high school and must be recommended by their principals. Juniors must rank in the upper fifth of their class, seniors in the top fourth. The fee for taking Wofford courses through this program is \$50 per semester-hour of work taken. If at a later time students want the credits transferred to another college or university, they pay in addition the difference between the \$50 per semester-hour fee and the regular charge per hour at the time they took the Wofford course(s). For those students who subsequently enroll at Wofford there is no additional charge for these credits.

Transfer From Other Institutions Of Higher Learning

Candidates submitting evidence of studies successfully completed at other accredited institutions of higher learning may be considered for admission with advanced standing, provided they are eligible for readmission to the institution last attended and meet the regulations governing admission of



students to Wofford College. To be eligible for admission, transfer applicants are normally expected to have a 2.50 grade-point average from an accredited four-year college or a 3.00 grade-point average from an accredited two-year college. Students with unsatisfactory academic or conduct records at other institutions are considered only if there are extremely extenuating circumstances and/or time intervals (such as military or work experience) that would give clear evidence to the Committee on Admissions that admission might be warranted.

Applicants for transfer admission must arrange for official final transcripts of all prior college-level academic work to be sent directly to the Director of Admissions at Wofford by each college or university they have attended. Transcripts must be accompanied by an Information on Transfer Student form (obtainable from the Wofford Admissions Office). The Committee on Admissions also requires high school transcripts, including standardized test scores, for these applicants.

The transcripts of prior college-level work will be evaluated by the Registrar

at Wofford. When questions arise regarding the equivalency of a course taken elsewhere to a course offered at Wofford, the Chairman of the Wofford department concerned determines the acceptability of the course.

The maximum amount of credit acceptable upon transfer from a junior college is 62 semester hours, exclusive of credit in basic military science. No more than two semester hours in physical education will be accepted. Wofford College does not accept for credit course work completed by correspondence, television, or extension. Transfer students should be reminded that the senior year of work (at least 30 semester hours) must be completed at Wofford College if a Wofford degree is to be awarded.

Students who attended certain technical institutes in programs leading to Associate of Arts or Associate of Science degrees may receive credit toward a Wofford degree. For further information consult the Registrar.

Readmission Of Former Students

A student who has withdrawn from Wofford and who wishes to return must apply to the Registrar for readmission. If a student has attended any other institution(s) of higher learning during the absence from Wofford, official transcripts of work undertaken there must be submitted, together with statements of honorable dismissal from the other institution(s). Former students who have attended other institutions for more than two semesters must reapply to Wofford, through the Admissions Office, as transfer students.

Credits For Non-Traditional Education

The College-Level Examination Program and the Advance Placement Program, described below, are two testing programs through which students, particularly entering freshmen, may earn exemption and credit for required or elective courses. Each of the programs accomplishes generally the same purpose and, therefore, it is not necessary to take the same test in more than one program. Any student who has doubt about which tests should be taken should consult the Registrar.

In addition, credits may be awarded on the basis of DANTES and military experience and schools. Military personnel should contact the Registrar to ascertain Wofford's policy on awarding credit for these programs.

No more than thirty semester hours of credit may be awarded through any one program or combination of programs.

College-Level Examination Program — (CLEP)

Wofford does not accept the General Examinations within the College-Level Examination Program, but does accept Subject Examinations if successful scores are presented to the Registrar of the College prior to matriculation.

Advanced Placement Program — (AP)

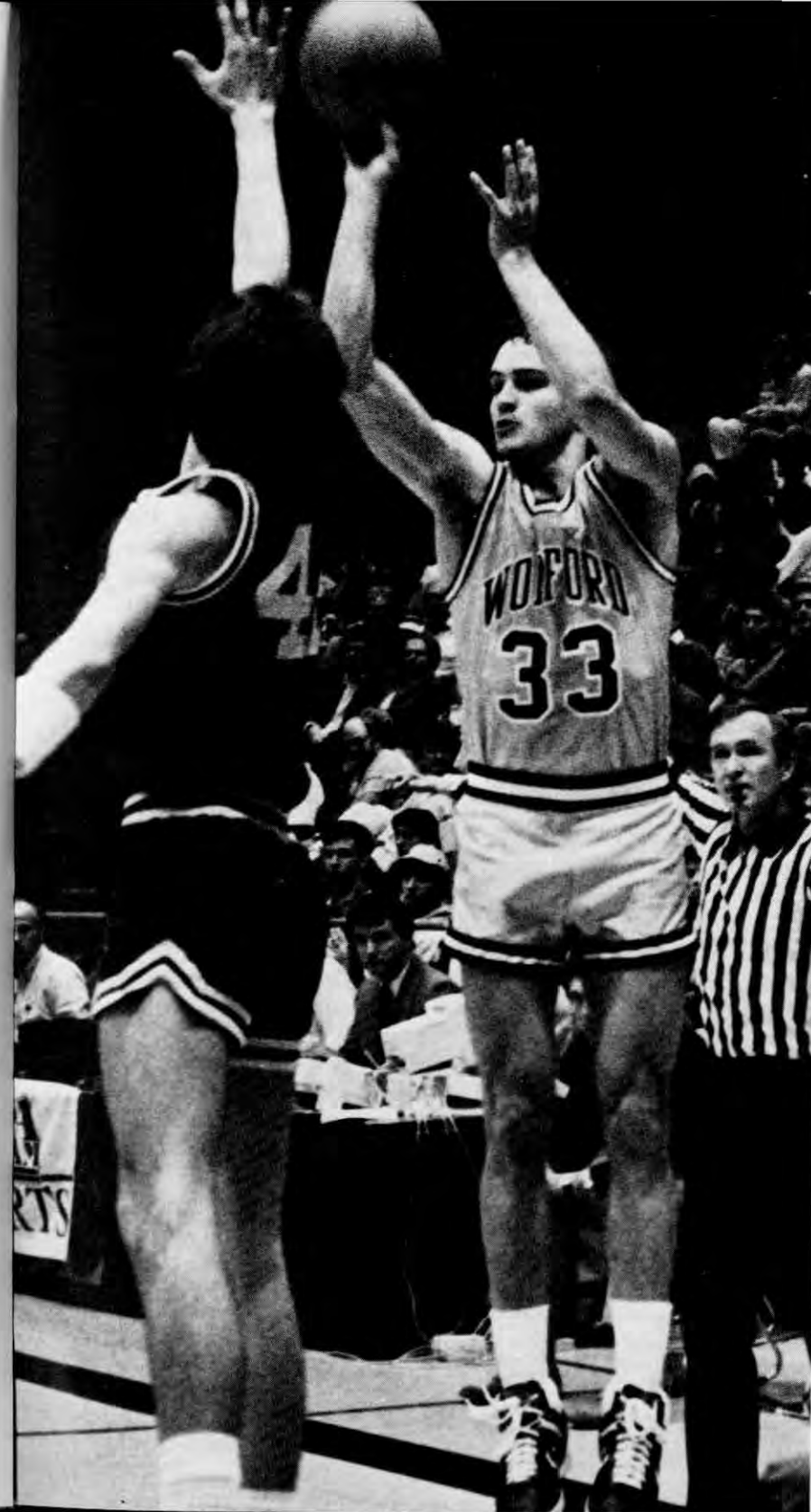
The College accepts for exemption and credit scores of 3 or higher on most tests taken in this program. But in chemistry a validation test is required before any credit is awarded, and in mathematics no AB Exam credit is given for a score less than 4. The high school junior or senior should consult his or her guidance counselor about taking AP courses and tests.

The International Baccalaureate Program

Wofford College recognizes the International Baccalaureate Program, recently introduced in the United States, but has had only limited experience with it. Thus the College has not yet adopted a formal statement of policy on the Program, but will do so as further experience permits. In the meantime, International Baccalaureate graduates are encouraged to apply for admission to Wofford and to submit their Certificates to the Registrar for evaluation toward the possible award of credits.

Educational Opportunities For Non-Traditional Applicants

Wofford College encourages individuals who are beyond the traditional high school age and/or background, including military veterans or career military personnel, to pursue an educational program leading to an undergraduate degree. So that the College can outline specific academic programs and provide counsel in general, we urge people who are interested in these educational possibilities to confer with the Director of Admissions and the Registrar and to submit their credentials for evaluation. Inquiries are welcomed by the Registrar, who provides the official evaluation of previously earned credits.



Finances

Fees

For each academic year, the Board of Trustees of the College establishes comprehensive fees for resident and commuting students. These fees are set at the levels required for meeting the costs of the College's program, after those costs have been offset at the rate of more than \$1,700 per student by endowment and other investment* earnings and annual gifts from alumni, parents, businesses, United Methodist churches, and other friends of the College.

The schedule for 1987-88 fee payment was set as follows:

	First Payment Period	Second Payment Period
Resident student	\$5,285	\$4,300
Commuting student	\$3,435	\$2,800

The first payment period includes the fall semester and the Interim. The fee is due prior to registration for the fall semester. A student who matriculates for the fall semester is responsible for payment for the entire period even if he or she elects not to attend the Interim. The second payment period is for the spring semester and payment is due prior to registration for that semester.

The comprehensive fee includes tuition and student activities fees, and in the case of resident students includes room, board, and limited infirmary care. It provides for each student one copy of the College annual* and subscriptions to other student publications, admissions to home athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the Vice President for Business.

The comprehensive fee does not include the \$50 security deposit which must be paid by each resident student. This deposit is held by the College as long as the student reserves or resides in College housing. When there are residence hall damages for which students are responsible, the students will be charged for them and the charges will be deducted from their deposits. At the time a student ceases to reserve or reside in College housing, the balance of the deposit becomes refundable.

The comprehensive fee also does not include coverage for the costs of travel, subsistence, or activities on foreign trips or other off-campus travel.

Students enrolled in courses totaling less than nine semester hours pay tuition on a credit-hour basis. The current charge per credit-hour may be obtained from the Registrar or the Controller.

Persons other than full-time Wofford students are charged for auditing a course. The current charge may be obtained from the Registrar or the Controller.

Summer fees are shown in the Summer Session brochure.

*The annual staff has the authority to make additional charges for personal photographs which appear in the yearbook.

Regulations Regarding Payments

1. All students must pay comprehensive fees before registering, and resident students must pay before being permitted to occupy College housing. Payment of fall semester fees by August 15 and spring semester fees by January 15 is recommended in order to avoid delays in registration or room assignments. Any scholarships or grants are credited to students' accounts at the beginning of each semester.

2. Return of any portion of the comprehensive fee will be made only in case of permanent withdrawal or other separation from the College and on the following basis:

When the Student Has Been Enrolled	Portion of Refundable Comprehensive Fee Returned
Two weeks or less of the semester	80%
From two to four weeks of the semester	60%
From four to six weeks of the semester	40%
From six to eight weeks of the semester	20%
Over eight weeks of the semester	0

Room assignments are made on a semester basis. Therefore, there will be no refund of the portion of the comprehensive fee applicable to "room."

3. The *Student Handbook* explains policies related to fines, returned checks, and other miscellaneous charges which students may incur. Students who do not clear all debts to the College in accordance with stated policies will be separated from the College.

4. Transcripts will not be issued by the Registrar to or for students or former students who have not settled all financial obligations to the College, including timely payment of any loan fund notes.

5. In all laboratory courses, students are required to pay the cost of replacement of apparatus and materials broken or damaged.

Reservation Deposits

Both resident and commuting students are required to pay deposits to reserve their places in the student body for the next year. The amount of the required deposit is \$150 for resident students and \$100 for commuting students. The deposit is credited to the student's account and is therefore deducted from the comprehensive fee due at the time of payment for the fall semester.

Reservation deposits made by entering freshmen and transfer students are non-refundable after May 1.

Currently enrolled students who plan to return to the College for the fall semester are expected to pay their reservation deposits in the spring semester by the announced due date. No student may pre-register for fall semester courses unless the deposit has been paid. And in the case of resident students, room assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees

that rooms will be available for those who do not pay the deposit by the due date.

Reservation deposits by currently enrolled students are refundable if the Dean of Students is notified in writing prior to June 1 that the student does not plan to return for the fall semester.

Financial Assistance

Wofford College helps many students meet their educational expenses. Wofford's financial aid program is supported by federal and state funds, by gifts from friends, and by the College's own resources. The aid programs, policies, and procedures are described in detail in a financial aid brochure available from the Admissions Office or the Financial Aid Office.

Most assistance at Wofford is awarded on the basis of financial need, but significant amounts are awarded on the basis of scholarship, leadership, athletic ability, or career plans. Application for financial aid should be made through the Financial Aid Office, which will seek to arrange a grant, scholarship, loan, or employment, or a combination of these for which the student is eligible. Applicants for aid based on financial need must submit the financial information necessary to determine the assistance for which they are eligible. Appropriate forms are distributed by the College Scholarship Service and may be obtained from high school guidance offices or from the financial aid office at any college or university.

Through generous gifts by friends of the College, a number of academic scholarships have been established. The criteria for the scholarships vary, but most require recipients to maintain a grade-point average of 2.75 and have financial need not met by other scholarships or grants. Good citizenship is required to maintain any College scholarship.

During the semesters and Interim, aid is available in the form of scholarships, grants, employment, and loans. Aid is limited for summer school although loans and work are sometimes available. Pell Grants may be used during the summer, although students are encouraged to spend that entitlement during the regular semesters. Wofford scholarships normally are not available in the summer. The exception may occur for students enrolled in Wofford's Cooperative Education Program. If these students do not use their scholarships because they are working (in Co-Op positions) during a regular semester, they may use them to help meet their expenses for summer terms. A participant in Cooperative Education should consult the Director of Financial Aid to work out the details of his or her budget and aid for each year.

Aid based upon financial need may not be awarded in excess of the amount the student needs for educational expenses. For resident students, no Wofford scholarship or grant, or combination of grants which includes one from Wofford, may exceed the comprehensive fee; and normally, for commuting students, none will exceed tuition and fees. If a student's need is greater than these limits, the need may be met with a loan or work award.

Rule On Satisfactory Academic Progress

To receive assistance from the federal aid programs (Pell Grants, Supplemental Grants, College Work-Study, Perkins National Direct Student Loans, Guaranteed Student Loans, Parent Loans for Undergraduate Students) or from funds controlled by the Financial Aid Office, a student must not owe a refund on federal grants received, must not be in default on a loan from a student loan fund, and must maintain satisfactory progress in his or her course of study.

Satisfactory progress requires that the student's grades be above the level for exclusion. Academic exclusion is determined on the basis of the student's cumulative grade-point average, as explained elsewhere in this Catalogue.

In addition, satisfactory progress requires the student to earn 24 semester hours each academic year (September-August) if enrolled full-time. For the part-time student the requirement of hours earned for satisfactory progress will be prorated on the basis of the student's enrollment status (half-time, three-quarter-time, etc.). A student should consult the Director of Financial Aid to determine the number of hours required in his or her individual case.

Upon re-entering the College, the excluded student may re-establish satisfactory progress by earning grades which are high enough to bring the cumulative grade-point average above the exclusion level or by earning a 2.0 on at least 12 hours. The student will not be given federal or College funds controlled by the Financial Aid Office until that has been done. The student will be evaluated at the midpoint of the regular semester in which he or she re-enters the College, and if satisfactory progress has been re-established, payment of aid for which the student had otherwise been eligible will be made retroactively for the whole semester, provided funds are available at that time. If satisfactory progress is re-established in a summer term, the student is not eligible for aid until the beginning of the next term or the next semester. Awards will then be made if funds are available.

Further, awards to students of federal funds and Wofford funds controlled by the Financial Aid Office will be limited to ten semesters of enrollment (two summer terms count as one semester). Eligibility for less than full-time students will be prorated. For loan programs there are maximum amounts which can be borrowed while pursuing an undergraduate degree. Certain College funds (academic scholarships, tuition remission benefits, ministerial grants, and grants to sons and daughters of Methodist ministers) are limited to eight semesters.

Exceptions to exclusion granted through the appeal process to the Registrar will not reinstate financial aid until the student has re-established satisfactory progress as outlined above. If a student feels that there are extenuating circumstances and wishes to appeal the withdrawal of aid, he or she must file a request in writing to the Director of Financial Aid within ten (10) days of being notified by the Director that he or she is no longer eligible for financial aid. The appeal will be reviewed by the Financial Aid Committee, and the

student will be notified of the Committee's decision. The Financial Aid Committee is composed of the Director of Admissions, the Director of Financial Aid, the Dean of the College, and one faculty member.

Grants and Scholarships

The Scholars Programs — A number of major four-year scholarships ranging in value from \$1,000 to almost \$10,000 per year are awarded annually to selected incoming freshmen on the basis of exceptional scholarship and leadership. Financial need is not a consideration. Unless otherwise specified, the selection of the recipients of these scholarships is based on competition held during the applicant's last year in high school. Candidates may be nominated by participating high schools and by chapters of the Wofford College National Alumni Association. Students who think they may qualify for this scholarship program should ask their guidance counselors or the Wofford admissions staff for more information.

Several major scholarships in the Wofford Scholars Programs are available to Wofford seniors for one year and to juniors for two years. Selection of the recipients is based on exceptional scholarship and leadership.



The Scholars Programs are listed here and described individually later in this section:

Cleveland Scholars	Loftin Scholars
Crenshaw Scholars	McAlister Scholars
Daniel Scholars	and McAlister Finalists
and Daniel Finalists	McCalla Scholars
Dean's Scholars	Springs Scholars
Gosnell Scholars	Wickware Scholars
Hipp Scholars	Anna Todd Wofford Scholars
Holcombe Scholars	Benjamin Wofford Scholars
Holloway Scholars	Wofford AAAS Scholars
Leonard Scholars	

Wofford College Merit Scholarships — In cooperation with the National Merit Scholarship Corporation, Wofford College awards scholarships each year to National Merit Finalists who have designated Wofford as their first choice. Stipends range from \$500 to \$2,000 per year depending upon need.

Wofford General Academic Scholarships — These awards range from \$700 to \$1,200 per year on the basis of financial need and grade average (2.75 minimum). They are awarded annually, but are renewable. They are funded in most part by the general and endowed scholarships listed in this section.

Ministerial Scholarships — Ministerial students and children of United Methodist ministers may, upon application to the Director of Financial Aid, receive grants in accordance with the following schedule:

Ministerial students, all denominations:	\$1,000 per school year
Children of United Methodist ministers:	\$1,000 per school year

A student preparing for the ministry and accepting grants under this provision will be required to sign notes which will be cancelled upon his or her being received into full connection with a United Methodist Conference or being commissioned under the General Board of Missions of the United Methodist Church or being ordained in a church of another denomination.

The term "United Methodist minister" refers to United Methodist ministers in full connection with a United Methodist Conference and to approved supply pastors currently serving full-time in the South Carolina Conference.

Athletic Grants — Athletic grants-in-aid are available in most sports. Applications should be made with the Director of Athletics.

Tuition Exchange — Tuition Exchange is a program whereby students whose parents are employed by other participating colleges and universities may receive a waiver of tuition to attend Wofford. Because a large number of students have chosen to attend Wofford under Tuition Exchange, there is only a limited number of openings for additional students under the program.

Army ROTC Scholarships — The United States Army offers financial assistance to qualified students in the form of four-year, three-year, and two-year scholarships. These ROTC scholarships pay for college tuition, textbooks, laboratory fees, and other miscellaneous academic expenses. In addition, a scholarship student receives a tax-free allowance for up to ten months of each school year that the scholarship is in effect. The four-year scholarships are awarded on a competitive basis to high school seniors who are about to enter college as freshmen. Any full-time student at Wofford may apply to compete for the three-year and two-year scholarships. The key factors considered in the selection process for these scholarships include academic standing, leadership ability, and general motivation. The number of ROTC scholarships available at Wofford has steadily increased.

Pell Grants — Pell Grants are awarded directly to students by the federal government. The amount for which a student is eligible is determined individually by the U.S. Department of Education. Application is made on forms available from high school guidance offices or from college financial aid offices.

Supplemental Educational Opportunity Grants (SEOG) — These are awarded by the College from funds it receives from the federal government to a limited number of students with financial need.

South Carolina Tuition Grants — The Higher Education Tuition Grants Program is funded by the South Carolina General Assembly to assist South Carolina residents who are enrolled in independent colleges in the state. The awards are based on need and merit. Application forms are available through high schools, college financial aid offices, and the Tuition Grants Committee, P.O. Box 11638, Columbia, South Carolina 29211. Tuition grants are made for one year but may be renewed. Grants up to \$2,580 may be made to students attending Wofford during the 1987-88 academic year. No grant can exceed the financial need of the applicant.

Assistance to Veterans — Certain veterans and children of deceased veterans are eligible for a monthly allowance from the Veterans Administration. An office of the Veterans Administration should be consulted for details.

Vocational Rehabilitation Scholarships — The South Carolina Vocational Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities.

Private and Regional Grants

Milliken & Company Scholarships — These grants provide \$2,000 per year to employees or to sons or daughters of employees of Milliken & Company on the basis of scholarship, character, and need. They are awarded through the South Carolina Foundation of Independent Colleges.

Spartanburg County Foundation Scholarships — Each year the Foundation

awards six four-year scholarships to graduates of high schools in Spartanburg County. For students attending Wofford, the award pays \$1,800 per year. Information can be obtained from the Spartanburg County Foundation.

J.E. Sirrine Scholarships — The Sirrine Scholarship Fund was established by Joseph E. Sirrine as a memorial to his parents. The Fund assists worthy students from Greenville County, S.C. Information can be obtained from the Sirrine Scholarship Program, P.O. Box 2848, Greenville, S.C. 29602.

Kittie M. Fairey Scholarships — This program was established by Mrs. Kittie M. Fairey to assist eligible students attending colleges and universities in South Carolina. The scholarships are administered by the Kittie M. Fairey Scholarship Fund, Trust Department, South Carolina National Bank, Columbia, S.C. 29202.

C.G. Fuller Scholarships — This fund was established by Mr. C.G. Fuller to assist deserving and needy students from South Carolina who are attending schools in the state. Information may be obtained from NCNB of South Carolina, C.G. Fuller Scholarship Fund, P.O. Box 2307, Columbia, S.C. 29202.

Student Employment

A number of part-time jobs for students are available on the campus and in the community. Application should be made to the Director of Financial Aid. The largest work program is known as *College Work-Study*. It is supported by federal funds and provides assistance to students who have financial need. A more limited number of jobs are available without regard to financial need.

Student Loans

Several loan programs are available to meet educational expenses and are administered through the Financial Aid Office on the basis of financial need. Inquiries should be made to the Director of Financial Aid.

Carl D. Perkins National Direct Student Loans (formerly NDSL) — This program provides loans for students who are enrolled at least half-time. Repayment of principal and 5 percent interest begins after the student leaves college.

Guaranteed Student Loans — This program allows middle-income students to borrow from a participating bank, state agency, or other financial institution. Repayment of principal and 8 percent interest begins six months after the student leaves college.

United Methodist Student Loans — Members of the United Methodist Church may borrow \$1000 per academic year.

The Pickett and Hatcher Endowment Fund — This fund provides low-interest loans for needy students studying the liberal arts. Information

may be obtained by writing to the Pickett and Hatcher Educational Fund, P.O. Box 8169, Columbus, Ga. 31908.

Parents Loan for Undergraduate Students (PLUS) — This federal program permits parents to borrow up to \$4,000 per year for each student. There are attractive provisions for repayment with periods extending up to ten years. Repayment begins sixty days after disbursement. The interest charge is variable.

Tuition Plan, Inc. — This program allows payment of tuition and fees on a monthly basis for up to four years. Information may be obtained by writing to the Tuition Plan, Inc., Concord, N.H. 03301.

Wofford College Loan Funds — Donors have sometimes given the College amounts to be used for student loans. These gifts have been used to provide the required matching funds for the Carl D. Perkins National Direct Student Loan program.

Endowed Scholarships

Listed below are endowed funds at Wofford College from which annual scholarships are awarded. Each has its own standards. Each of these scholarships is part of the College's permanent endowment, and awards are made from annual interest earned by the endowment. Some endowed scholarship funds were established before Wofford had an official policy for accepting endowed gifts, so the amount awarded varies in each case. Today, the minimum endowment required before the College will award a scholarship's earnings is \$10,000. A full scholarship (comprehensive fees for one student for one year) requires an endowment of \$125,000. Those scholarships which have reached the \$10,000 endowment level are described in the following list.

The John Pope Abney Memorial Scholarship Fund was established in 1983 with a gift of \$500,000 from the Abney Foundation of Greenwood, South Carolina, in memory of John Pope Abney, a member of the Class of 1904. Awards from this fund may be made to students who demonstrate leadership potential and who meet part of their educational expenses through participation in the College's work or athletic programs.

The George Cotton Smith Adams Endowed Scholarship Fund was established shortly after Dr. Adams' death in 1981 by his widow, Adaline Holaday Adams of Spartanburg, and their sons, Charles Edward Adams and George Holaday Adams. The family's gift of property, and contributions which were received in memory of Dr. Adams, Chairman of the Department of Foreign Languages at Wofford from 1959 until his retirement in 1976, established this scholarship for an outstanding student of foreign languages. It is renewable, contingent upon outstanding academic performance by the recipient.

The Eugene F. Alexander Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Eugene F. Alexander, beloved head basketball coach at Wofford from 1958 to 1977. Preference for awards from this fund is given to members of the men's basketball team whose determination and desire for excellence reflect the characteristics of leadership instilled by Coach Alexander during his lifetime.

The Bernard M. Baruch Scholarship Fund was established by Mr. Bernard M. Baruch of New York, New York and Georgetown, South Carolina, in February 1939 for worthy students who possess outstanding qualities and promise.

The Robert P. Bethea Endowed Scholarship Fund was established in 1986 by Dr. Robert P. Bethea, Class of 1965, of Columbia, South Carolina. Proceeds from this fund are awarded annually to deserving students on the basis of outstanding character, academic achievement, leadership potential, and the promise of future contributions to society.

The Bishop-Booth Memorial Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. S. Hart Booth, Jr., in memory of their parents, Mr. and Mrs. Robert Joseph Bishop, and the Reverend and Mrs. Stannie Hart Booth. Mr. Booth is a member of the Class of 1931. Awards from this fund are made annually to deserving students on the basis of financial need, outstanding character, and academic merit. The awards carry with them the desire of the donors that recipients feel a sense of obligation to repay the aid received, for the benefit of future students.

The E. Talmage Bowen Endowed Scholarship Fund was established in 1981 with an unrestricted bequest from Mr. Bowen's estate. Mr. Bowen was a member of the Class of 1917. This scholarship is awarded annually to a student on the basis of need, character, and academic merit.

The Boys' Home of the South Endowed Scholarship Fund was created in 1985 with a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina. Her will stipulated that scholarships from this fund be designated for young men who have been living at the Boys' Home of the South, Belton, South Carolina.

The William H. Brabham Memorial Endowed Scholarship Fund was started in 1985 by family members and friends in memory of William H. Brabham, Class of 1971. Because of the significant role Wofford played in his life, awards from this fund are to go to those who might parallel his example. Preference is given to students who demonstrate financial need, have completed satisfactorily at least one semester at Wofford, and plan to major in history. Within these parameters, priority is given to children of United Methodist ministers. If no students meeting these requirements are available, the College may select recipients at its discretion, with emphasis upon history majors.

The Thomas N. Brittain Endowed Scholarship Fund was established in

1985 by members of the First United Methodist Church of Myrtle Beach, South Carolina, in honor of Tom Brittain, Class of 1947, who was minister there for many years. Priority in making awards from this fund is given to United Methodist students with demonstrated financial need who indicate an interest in pre-ministry.

The Professor and Mrs. Charles E. Cauthen Scholarship Fund was established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen served on the faculty from 1943 to 1964. Income from the fund is awarded annually to a deserving and needy student.

The Cecil Family Endowed Scholarship Fund was established in 1983 in memory of Levi Moffitt Cecil and Inez Felder Cecil by their son Richard F. Cecil, Class of 1934, and his brothers and son, all of whom attended Wofford College. They include Moffitt, Class of 1935; Charles, Class of 1939; Henry, Class of 1942; Robert, Class of 1945; and Richard F., Jr., Class of 1966. Awards from the fund are to be made to students especially deserving of an education.

The Virginia L. Chaplin Endowed Scholarship Fund was established in 1983 by Alec H. Chaplin, Class of 1961, in honor of his mother, Virginia L. Chaplin. Income from the fund is awarded annually on the basis of need and merit.

Dr. James Alburn Chiles, Sr., and Mrs. James A. Chiles, Jr., Memorial Scholarship Fund was established in the will of Marie D. Chiles. The income provides one or more scholarships for worthy students.

The Allen O. Clark Memorial Endowed Scholarship Fund was begun by friends and family members in memory of Allen O. Clark at the time of his death in 1980 and endowed by Mrs. Clark in 1986. Mr. Clark, Class of 1950, was a former president of the National Alumni Association and a loyal Wofford supporter. Awards from this fund are made to athletes who demonstrate outstanding character and leadership potential.

The Class of 1927 Endowed Scholarship Fund was established by members of the Class of 1927 shortly after their 50th reunion, and became endowed in 1986. Proceeds from this fund are used to assist deserving students.

The Class of 1932 Endowed Scholarship Fund was established in 1982 by Edward K. Hardin, III and his classmates from the Class of 1932 at the time of their 50th reunion. Scholarships from this fund are awarded to worthy students.

The Class of 1960 Endowed Scholarship Fund was established by members of the Class of 1960 as a part of their 25th reunion celebration, and reached the endowed level in 1987. Proceeds from this fund are used to assist deserving students.

The John B. Cleveland Endowed Scholarship Fund was established in 1976 by Mrs. Agnes Sandifer Stackhouse in memory of her grandfather, John B. Cleveland, a distinguished benefactor of Wofford College. The fund provides a scholarship for a freshman science student and for a rising junior or senior science student. The junior or senior recipient is selected by the chairmen of the science departments.

The W. Scott Cogswell Scholarship Fund was established in 1978 in memory of W. Scott Cogswell, Class of 1968, a member of the football team, and an active alumni leader in Charleston, South Carolina. The fund was established by his family and friends in recognition of his love for Wofford College. The scholarship is awarded annually to a member of the golf team whose character, scholastic achievement, and college service indicate a love and dedication to the ideals of Wofford College.

The Pierce Embree Cook Scholarship Fund was established by Mr. Robert J. Maxwell, Jr. of Greenville, South Carolina, in honor of the Reverend Pierce Embree Cook, to provide one or two scholarships to students aspiring to be Methodist ministers. Character, academic promise, and financial need are considered in awarding these scholarships.

The Alexander Copeland Memorial Endowed Scholarship Fund was established by Mrs. Kathleen Copeland in memory of her husband, Alexander Copeland, Class of 1908. This award is given to students with character, integrity, and need who show awareness that with receipt of this scholarship comes an obligation to help others enjoy similar benefits.

The Wade A. Corn Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Wade A. Corn, Class of 1950, a member of the undefeated 1949 football team and a loyal supporter of Wofford athletics. Mrs. Corn, sons Skip, Class of 1973, and Buddy, Class of 1976, and daughter Linda enabled the endowment of the fund in 1987 with additional gifts. Preference for awards from the fund goes to married student-athletes whose character and ideals reflect those of Wade Corn.

The W.J. Bryan Crenshaw Endowed Scholarship Fund was established in 1982 by members of Buncombe Street United Methodist Church and other friends of Dr. Crenshaw. The scholarship honors the Reverend Crenshaw for his service to the South Carolina United Methodist Conference and to Wofford College, his *alma mater*, where he gave leadership to the Board of Trustees as a member (1970-1982) and Chairman (1978-1982). Currently Dr. Crenshaw is serving again as Trustee of the College. Award of this scholarship is based upon academic excellence, Christian leadership, and promise of contribution to society.

The Francis E. Cronenberg Endowed Scholarship Fund was started in 1982 with gifts from friends and family members in memory of Francis E. Cronen-

berg, Class of 1929, of Leesburg, Florida, one of Wofford's staunchest supporters for many years. Additional gifts from his wife and daughter enabled it to reach the endowed level in 1987. Awards from this fund are made annually to deserving students.

The Ralph L. Crutchfield, Sr. Memorial Athletic Scholarship Fund was established in 1974 by Nell H. Crutchfield. The scholarship may be awarded to male varsity athletes in any sport on a year-to-year basis. Recipients are selected from among deserving candidates primarily on the basis of need.

The James Wilborn Cunningham Scholarship Fund was established in 1970 by the will of James Wilborn Cunningham, Class of 1911. Income from the fund is awarded annually on the basis of need, character, and academic merit.

The Eleanor Naylor Dana Endowed Science Scholarship Fund was established in 1983 with a gift from the Eleanor Naylor Dana Charitable Trust of New York, New York. Awards from this fund are reserved for students pursuing science majors.

The Charles E. Daniel Scholarship Fund provides awards annually to two entering freshmen. As Daniel Scholars, they receive tuition, fees, room, and board for a period of four years. The late Mr. Charles E. Daniel, industrialist and statesman, was devoted to promoting the development of orderly industrialization, improved transportation, and expanded educational opportunities in South Carolina and the region. As a friend of youth and education, Mr. Daniel envisioned the future of the South in ways which have significantly influenced the views of a new generation of leadership. It is fitting, therefore, that this Wofford College scholarship for identifying and developing humane leadership for the "New South" is named in memory of Charles E. Daniel. The College seeks leadership ability, experience in positions of leadership, intellectual ability, scholastic achievement, moral courage, and interest in mankind in those persons nominated to become Charles E. Daniel Scholars.

The Dilla H. Darby Endowed Scholarship Fund was established in 1979 by Colonel James E. Darby in memory of his mother, Dilla H. Darby. The scholarship is given annually to selected Wofford College students who have been residents of South Carolina for at least five years.

The Walter and Johanna Demopoulos Endowed Scholarship Fund was established in 1979 by the family to perpetuate an annual scholarship program initiated by the late Walter Demopoulos in 1954. Awards are based on demonstrated financial need, scholastic achievement, and character.

The Magruder Dent Scholarship Fund was established in 1968 by the Dent family of Spartanburg, South Carolina, to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from textile-connected families.

The Phil Dickens Endowed Athletic Scholarship Fund was established in 1983 by friends and family of Phil Dickens, a most successful Wofford football coach, who died in November 1983. Coach Dickens directed Wofford's football program from 1947-1952, and had a profound influence on his players, over 50 of whom have pursued coaching careers themselves. Awards from this fund are made annually to one or more outstanding student-athletes from the football team who exemplify strength of character, an attribute Coach Dickens instilled in all his players.

The Mrs. Alfred I. duPont Scholarship Fund was established by Mrs. Alfred I. duPont for worthy students.

The Ralph A. Durham Scholarship Fund was established in 1975 by friends of Mr. Durham in appreciation of his outstanding service to South Carolina public secondary education and to Wofford College, his *alma mater*, where he gave outstanding leadership for a number of years as a member and as chairman of the Board of Trustees. The scholarship was permanently endowed through a planned bequest by Mr. Durham. The scholarship is given annually to a deserving student from the public schools of South Carolina on the basis of character, promise, and financial need.

The Fred W. Felkel Endowed Scholarship Fund was established in 1982 from the bequest of Fred W. Felkel, a Wofford graduate in the Class of 1909. As designated by his children and his widow of Anderson, South Carolina, the scholarship funds are for deserving students.

The Charles Madison Ferguson Memorial Endowed Scholarship Fund was created in 1986 by his wife, Janie Mayes Ferguson, and his daughter, Jane Ferguson Watson. Mr. Ferguson was a member of the Class of 1929. Scholarships from this fund are awarded to student-athletes who exemplify high qualities of character and show academic promise.

The James G. and Laura E. Ferguson Endowed Scholarship Fund was established in 1985 by Mr. and Mrs. James G. Ferguson of Laurens, South Carolina. Mr. Ferguson is a 1936 graduate of Wofford. Priority for scholarships from this fund goes to students with outstanding academic credentials who are participants in either football, basketball, tennis, or golf, and who plan careers in either business, medicine, or the ministry.

The George Waddell Fooshe Endowed Scholarship Fund was established by June Van Keuren Fooshe in 1979 in memory of George Waddell Fooshe, Class of 1895.

The J. E. Ford Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. J. E. Ford of Fairmont, North Carolina. Mr. Ford, a 1926 graduate of Wofford, retired from public education in 1954 as superintendent of the Watts Mill area school which now bears his name. Awards from this fund are given on the basis of demonstrated financial need, academic ability, and out-

standing character. It was the desire of the donor that Ford Scholars carry with them a strong sense of obligation to repay the aid they received, enabling future generations of students to receive Wofford educations.

The M. Alex Foster Endowed Scholarship Fund was established by M. Alex Foster, Class of 1933. The scholarship, renewable for four years, is awarded to graduates of Dorman High School, Spartanburg, South Carolina, on the basis of academic ability and financial need.

The Philip F. Foster, Jr. Endowed Scholarship Fund was established in 1982 in memory of Philip F. "Flip" Foster, Jr., Class of 1982, by his family and friends. The scholarship is designated for male students interested in careers in medicine or in other health-science professions who demonstrate qualities of leadership and academic excellence. Financial need is not a factor in awarding scholarships from this fund.

The Georgia-Witan Endowed Scholarship Fund was established in 1968 by Wofford alumni from the Atlanta area, and was endowed in 1987. Awards from the fund are made annually to outstanding students from the state of Georgia.

The Melvin I. Gibbs Endowed Scholarship Fund was established in 1983 by Mr. Jimmy Gibbs of Spartanburg, South Carolina, in memory of his father, Melvin I. "Razor" Gibbs, Class of 1943. "Razor" Gibbs earned 16 letters as an athlete at Wofford, and his son chose a scholarship to be awarded annually to an outstanding football recruit as the most appropriate way to perpetuate his memory.

The Glenn-Hardin Memorial Scholarship Fund was established by Mrs. Elizabeth G. Richardson of Chester, South Carolina, in 1960 as a memorial to John Lyles Glenn, Class of 1879, and Lyles Glenn Hardin, Class of 1935.

The Fred A. Gosnell, Sr. and Family Endowed Scholarship Fund was provided through the generosity of the late Fred A. Gosnell, Sr., Class of 1914, and his family. The fund provides annual, renewable scholarships of \$1,000 a year for students on the basis of character, academic ability, and financial need. Except for the three scholarships named in honor of Wofford College presidents, the awards are restricted to graduates of Dorman High School, Spartanburg, South Carolina, and of Chapman High School, Inman, South Carolina. Recipients are nominated by their high schools and selected by Wofford in the spring of each year. The scholarships awarded under the program include the following:

Fred A. Gosnell, Sr. Scholarship — Ten awards bearing the name of the founder of the program.

Addie Sue Gosnell Scholarship — Named during Mr. Gosnell's lifetime in honor of Mrs. Gosnell.

J. Holland Gosnell Scholarship — Named in memory of Mr. Gosnell's father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.

Cullen Bryant Gosnell Scholarship — Named in memory of Mr. Gosnell's brother, a graduate of Wofford College and a distinguished teacher of political science.

Susie G. Mangum Scholarship — Named in memory of Mr. Gosnell's sister.

Allen O. Clark Scholarship — Named for the late Allen O. Clark, a graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg, and later superintendent of Spartanburg County School District 6.

Paul M. Dorman Scholarship — Named for the late Paul M. Dorman, distinguished educator and for many years superintendent of Spartanburg County School District 6. Dorman High School is named in his honor.

Charles F. Marsh Scholarship — Named in honor of the seventh president of Wofford College.

Paul Hardin III Scholarship — Named in honor of the eighth president of Wofford College.

Joab M. Lesesne, Jr. Scholarship — Named in honor of the ninth president of Wofford College.

The Thomas Henry Gossett Scholarship Fund was established by Mr. T.H. Gossett of Spartanburg, South Carolina, for deserving orphans from Spartanburg County or the state of South Carolina.

The W. L. Gray, Sr. Endowed Scholarship Fund was established by Dr. Wil Lou Gray in memory of her father, W.L. Gray, and her brothers, Albert Dial Gray and Robert Coke Gray, for worthy and needy students.

The R. Earle Gregory and Ellen R. Gregory Endowed Leadership-Scholarship Fund was established in 1986 by Robert E. Gregory, Class of 1964, in memory of his parents. Awards from this fund will be made to deserving full-time students who would not be able to attend Wofford College without financial assistance. Recipients must demonstrate a potential for leadership through a record of academic achievement, extracurricular activities, and leadership positions held.

The DeWitt L. Harper Endowed Scholarship Fund was established in 1985 by Mrs. DeWitt L. Harper in memory of her husband, Class of 1921, a distinguished physician in Greenville, South Carolina. Preference in awarding scholarships from this fund is given to students planning to enter the medical and health service fields who demonstrate leadership, academic excellence, and outstanding character. Awards may be made to other outstanding student leaders if no students planning medical-related careers are available.

The Florence Andrews Helmus Scholarship Fund was established by Mr. A.J.R. Helmus of Spartanburg, South Carolina, in honor of his wife.

The Boyd C. Hipp, II Endowed Scholarship Fund provides awards for rising juniors who plan to enter the field of business. The selection committee considers qualities such as academic performance; character and integrity; self-reliance, initiative, and resourcefulness; ability to communicate clearly and effectively, both in oral and in written form; successful relationships with a variety of people; energy and physical vigor; leadership capacity; and an unselfish desire to serve. The scholarship is provided through an endowment established by Boyd C. Hipp, II, Class of 1974. The scholarship may pay up to the amount of tuition and fees annually.

The Neville Holcombe Endowed Scholarship Fund was established in 1982 by friends and family of Mr. Holcombe, Class of 1926, a distinguished Spartanburg attorney and former mayor of the city, in honor of his 80th birthday. The scholarship is awarded annually to a deserving pre-law student who demonstrates academic promise and the potential for excellence in the field of law.

The Holler-Hobbs Scholarship Fund was established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr.; her father, the Reverend A.E. Holler; his brothers, Emory A., Eugene M., and the Reverend John D. Holler; also in honor of her brothers and nephews who attended Wofford College. The scholarship is awarded annually to a deserving and needy student.

The George J. Holliday, III Memorial Scholarship Fund was established in 1969 by Mr. and Mrs. John J. Holliday as a memorial to their son, George J. Holliday, III, of the Class of 1968, and a member of the Wofford College golf team. The award is made to deserving young men of good academic standing who share the keen interest of George Holliday in golf.

The Marvin L. Holloway Endowed Scholarship Fund was established in 1983 by Marvin L. Holloway, Class of 1933, who announced his gift while attending the 50th reunion of his class. The scholarships are awarded to upper-class business majors with outstanding academic records and strong leadership potential.

The Byrd B. Holmes Endowed Scholarship Fund was made possible through a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina. Awards from this fund are not restricted, and are made to outstanding, deserving students.

The James G. Huggin Endowed Scholarship Fund was established in 1984 primarily by his daughter and son-in-law and members of the family to honor this distinguished Wofford graduate, Class of 1925, who received the College's honorary Doctor of Divinity degree in 1954. Dr. Huggin served Wofford College and the United Methodist Church faithfully, mostly in North Carolina

parishes, until his death in 1982 at the age of 77. Proceeds from the fund are intended for the assistance of full-time Wofford students of good character who demonstrate financial need and who are in good academic standing. Priority for awards goes to students from the area of High Point, North Carolina, but if no candidates are available from that area, any North Carolina students and then students from outside North Carolina may be considered. Because need is the basic criterion for the award, the amounts awarded and number of recipients may vary from year to year.

The Lewis P. Jones Endowed Scholarship Fund was created in 1987 by friends and former students of Lewis Pinckney Jones, Class of 1938, at the time of his retirement from the Wofford faculty as the William R. Kenan, Jr. Professor of History and Chairman of the Department of History. Dr. Jones was the senior member of the faculty when he retired, and is a noted scholar, historian, author, and speaker. Preference for awards from the fund is given to outstanding students with a serious interest in history.

The Furman Jenkins Knight and Richard Warren Knight Memorial Endowed Scholarship Fund was established by Mrs. F. Jenkins Knight in memory of her husband, Class of 1924, and her son, Class of 1962, to be awarded annually on the basis of character and scholarship to a student of South Carolina.

The Paul and Katherine Knox Endowed Scholarship Fund was established in 1983 by friends of this 1922 graduate of Wofford College and his wife, a graduate of Randolph Macon Woman's College, in recognition of their dedicated service to education. Proceeds from the fund are awarded to students on the basis of need, outstanding character, academic achievement, potential leadership, and promise of future usefulness to society.

The James Todd Latimer Endowed Scholarship Fund was created by a bequest in 1983 from the estate of James B. Latimer, Class of 1909, of Anderson, South Carolina, in memory of his son, James Todd Latimer, who was killed in World War II. The scholarship is designated for worthy students.

The William A. Law Scholarship Fund was established in 1937 by Mr. S. Clay Williams of Winston-Salem, North Carolina, as a memorial to Mr. William A. Law of Philadelphia, Pennsylvania, Class of 1883. The income from the endowment is applied toward the educational expenses of a group of students known as the "William A. Law Scholars," carefully selected on the basis of scholarship, character, and leadership.

The W. Raymond Leonard Endowed Scholarship Fund was established by former students of W. Raymond Leonard, Professor of Biology and Chairman of the Department of Biology, Wofford College. The scholarship is presented annually to a senior biology major who has demonstrated outstanding character, superior academic performance, and professional promise.

The Katie L. Lester Endowed Scholarship Fund was established in 1984 by a bequest from the estate of Katie L. Lester of Saluda, South Carolina. Scholarships from this fund are for orphaned students or students from single-parent homes who have both outstanding academic potential and a need for financial assistance.

The R. J. Little Endowed Scholarship Fund was established in 1980 and endowed in 1982 by Mr. J. M. Little of Spartanburg, South Carolina. Mr. Little chose an endowed scholarship as the most meaningful way to memorialize his father, Robert Judson Little, his mother, Eddie Greer Little, and his sister, Nan Ethelyn.

The James C. Loftin Endowed Scholarship Fund was established in memory of Dr. James C. Loftin, former Professor of Chemistry and Chairman of the Department of Chemistry, Wofford College. The scholarship is presented annually to a chemistry major who has demonstrated outstanding character, superior academic performance, and professional promise in chemistry.

The Dean Frank Logan Scholarship Fund was established by the will of Mr. Leo Oppenheimer of Chicago, Illinois, in 1974. The scholarship fund has been enlarged upon Dean Logan's retirement by gifts from alumni and friends who wished to honor his 37 years of full-time service to Wofford College. Income from the fund is awarded annually to a student on the basis of merit and need.

The William Francis Loggins, Jr. Memorial Endowed Scholarship Fund was established in 1984 by Dr. and Mrs. W. F. Loggins, Sr. of Greenville, South Carolina, in memory of their infant son. Scholarships from this fund are awarded to highly qualified students based on scholastic achievement, character, and leadership ability. Preference for these scholarships is given to students planning to enter the fields of education or ministry.

The MacLaura Endowed Scholarship Fund was established by Mrs. S. M. (Laura Stella Way) Canaday of Charleston, South Carolina, and became active at the time of her death in 1983. Character, academic promise, and financial need are considered in awarding this scholarship.

The William Henry and Bernice Willard May Endowed Scholarship Fund was established in 1985 by Mr. Carl H. May, Class of 1932, of Spartanburg, South Carolina, in memory of his parents. Awards are made annually to worthy students of excellent character.

The W. Hastings McAlister Memorial Endowed Scholarship Fund was established in 1974 as a memorial to W. Hastings McAlister by his family and friends. A pre-medicine major at Wofford, Hastings was a strong student and an outstanding member of the campus community. The endowed scholarship was established as a tribute to his love for Wofford and his commitment to independent higher education. Each year the scholarship is awarded for four

years to an entering freshman, or for two years to a graduate of Spartanburg Methodist College. Each scholarship pays tuition, fees, room, and board. Recipients must intend to enter the medical or health-science fields and must follow appropriate programs approved by the Dean of the College. Preference is given to residents of South Carolina.

The Larry H. McCalla Endowed Scholarship Fund was established by the Daniel Foundation in honor of Larry H. McCalla, alumnus, physician, distinguished community leader, and Wofford Trustee. The award is made to an outstanding pre-medical student whose non-academic activities exemplify the well-rounded individual. The scholarship is awarded in the student's junior or senior year.

The W.J. McLeod, Jr. Endowed Scholarship Fund was established by W.J. McLeod, Jr. in 1980. Mr. McLeod, Class of 1926, is a distinguished attorney in Walterboro, South Carolina. This scholarship is awarded annually to one or more students on the basis of need, character, and academic merit.

The Meadors Family Endowed Scholarship Fund was established in 1981 by the Meadors family and friends in tribute to three generations of the family who have attended Wofford: Marshall LeRoy Meadors, Class of 1924; Marshall LeRoy Meadors, Jr., Class of 1955; Marshall LeRoy Meadors, III, Class of 1979; James Campbell Meadors, Class of 1981; and John Pascal Meadors, Class of 1983. Awards are made annually to outstanding students who demonstrate character, leadership, scholastic promise, and financial need.

Melvin K. and Mayme D. Medlock Family Endowed Scholarship Fund was established in 1986 in memory of the Reverend Melvin K. Medlock, Class of 1927, and in honor of Mrs. Melvin K. (Mayme DuBose) Medlock, by their sons, Melvin D., Class of 1954, Travis, Class of 1956, and Robert, Class of 1969, in tribute to their family's long connection with the College. Awards from the fund are made to students demonstrating outstanding character and promise of future contributions to society.

The Moore Memorial Scholarship Fund was established by Mrs. Miriam W. Moore in memory of her husband, Andrew E. Moore, and his brothers, Alfred Moore and Thomas E. Moore. The income provides scholarship assistance to needy and deserving students, but the assistance to any single student shall not exceed one-half of the tuition and fees for a commuting student.

The Samuel R. Moyer Endowed Music Scholarship Fund was established in 1963 in memory of Samuel R. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford. The fund provides financial assistance to musically talented students in Wofford music organizations. Musical ability, character, scholastic achievement, and financial need are considered in making awards. Recipients are selected by the Financial Aid Committee upon the recommendation of the directors of the music organizations. One

recipient (when so qualified) is designated as the Moyer Scholarship Soloist of the Wofford Glee Club.

The Charles F. Nesbitt Endowed Scholarship Fund was provided by friends of Charles Nesbitt, for years a distinguished Professor of Religion and Chairman of the Department of Religion at Wofford. The award assists a student studying for the Christian ministry.

The C.C. Norton Endowed Scholarship Fund was established by his wife, Mabel B. Norton, in 1983 to honor the memory of Dr. C.C. Norton, long-time Professor of Sociology (1925-1966) and Dean of Wofford College (1940-1954). The scholarship is awarded annually to one or more rising juniors majoring in sociology. Selection of recipients is based on financial need and academic promise.

The James Truesdale Outz, Jr. Endowed Scholarship Fund was established with a bequest from his widow, Eva Sanders Outz Hoffman, of Charleston, South Carolina, in memory of her husband, a member of the Class of 1932. Mrs. Hoffman's will stipulates that scholarships from this fund be awarded to high achievers who need financial assistance and who are willing to participate in R.O.T.C. or other similar programs at Wofford College.

The John Manning Parham and Anna McIver Henderson Parham Endowed Scholarship Fund was established by Mr. and Mrs. John M. Parham of Latta, South Carolina, and their son, Dr. John M. Parham, Jr. Mr. Parham is a member of the Class of 1931, and his son is a 1960 graduate. Scholarships from this fund are awarded to worthy students; financial need and high academic standing are not necessary.

The Peele-Ritter Endowed Scholarship Fund was established in 1984 by James C. Ritter, Class of 1941, of Midland, Michigan, in memory of his wife, Sonja V. Ritter, and in honor of the many members of the Peele and Ritter families who have attended Wofford College and/or contributed to the educational growth of mankind. Awards from the fund are given on the basis of demonstrated financial need, academic ability, and outstanding character. Recipients are to carry with them a strong sense of obligation to repay the aid they receive, so that further generations may have like opportunity for education at Wofford College.

The Lewis Wardlaw Perrin, Jr. Endowed Scholarship Fund was begun in 1984 by his family to honor this outstanding member of the South Carolina Bar and devoted civic leader. Mr. Perrin served his city of Spartanburg in a variety of leadership positions, including the presidencies of the Spartanburg County Bar Association, the Spartanburg Rotary Club, and the Spartanburg Chapter of the American Red Cross. He was a Captain in the U. S. Army during World War II, and was a graduate of The Citadel and the University of South Carolina School of Law. Awards from this fund are made to outstand-

ing students who demonstrate good character, academic attainment, and leadership potential for lifelong service to mankind.

The Joseph C. Plyler Endowed Scholarship Fund was created in 1986 by Mrs. Joseph C. Plyler, in memory of her husband, a 1935 graduate of Wofford College. Awards are made to outstanding students, with priority given to students planning careers in the ministry.

The Dr. and Mrs. George W. Price, Jr. Endowed Scholarship Fund was started in 1986 by Dr. and Mrs. George W. Price, Jr. of Hendersonville, North Carolina. Dr. Price is a member of the Class of 1934. Income from this fund provides one scholarship to a rising junior studying pre-medicine. The award may be renewed for the senior year, provided the student remains in pre-medicine and in good academic standing. It is not mandatory that financial need be a consideration in selecting recipients.

The Reader's Digest Foundation Endowed Scholarship Fund was established in 1969 by the Reader's Digest Foundation of Pleasantville, New York. The Foundation placed no restriction on the awards from the fund, other than that they should go to one or more worthy students each year.

The Oscar F. Reardon Scholarship Fund was established in the will of Oscar F. Reardon to provide financial assistance for the education of any deserving young persons who are studying for the United Methodist ministry and who have need for financial aid.

The Myrtle Ezell Reynolds Endowed Scholarship Fund was established by her family and friends as a tribute to her commitment to education and her interest in the welfare of young people. The scholarship is awarded annually on the basis of character, scholastic achievement, and need.

The Arthur B. Rivers Endowed Scholarship Fund was established in honor and memory of Dr. Arthur B. Rivers by his family and his friends. In seeking wisdom, he was wise; in seeking strength, he was strong; in seeking excellence, he achieved his goal. The scholarship is awarded annually to a deserving and needy student.

The Thomas C. Rogers Endowed Memorial Scholarship Fund was established in 1979 with a bequest from the estate of the late Mr. Rogers as a memorial to his son, Thomas Clyde Rogers, and his brother, Dr. S. J. Rogers. Awards from the fund are to be used to assist ministerial students.

The Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund was established in 1958 in memory of Charles Semple Pettis, a former Professor of Physics at Wofford College.

The Molly Sessoms Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. Walter W. Sessoms of Atlanta, Georgia. Mr. Sessoms is a Wofford graduate, Class of 1956, and a member of the Board of Trustees. He

and Mrs. Sessoms created this fund in memory of their daughter, Molly, who died in 1980. The scholarship is intended for an entering freshman student, based on the recommendation of the President and/or the Dean of Students.

The Annie Naomi McCarthy Shirley Scholarship Fund was established by Mrs. Annie N.M. Shirley of Columbia, South Carolina, the income to be used in aiding needy ministerial students of the United Methodist Church.

The Carter Berkeley Simpson Memorial Scholarship Fund provides an annual award to a graduate of Spartanburg High School on the basis of character, academic ability, and financial need. It was established in 1969 by Mr. John W. Simpson as a memorial to his brother, Carter B. Simpson, who graduated from Spartanburg High School in 1932, attended Wofford College for two semesters, entered the Marine Corps, and graduated from the Naval Academy in 1939. He died as a prisoner of war after fighting with the American Forces on Bataan and Corregidor.

The Edward H. Sims Endowed Scholarship Fund was established in 1983 by H. Daniel Avant, Class of 1961, of Camden, South Carolina. The scholarship, to be awarded to worthy students, was created in honor of Edward H. Sims, Class of 1943.

The Ralston Eugene Smith, Jr. and Cora T.Y. Smith Endowed Scholarship Fund was established in 1983 by Mrs. Cora T.Y. Smith of Florence, South Carolina, in memory of her husband, a member of the Class of 1910. Scholarships from the fund are awarded to students planning careers in the ministry or other religious professions.

The Z.A. Smith and Helen W. Smith Scholarship Fund was established by Mrs. Z.A. Smith of Greenville, South Carolina, to assist worthy students.

The South Carolina National Bank Endowed Scholarship Fund provides an annual award to a student or students demonstrating good character, academic excellence, and financial need. Preference for these scholarships is given to the sons and daughters of South Carolina National Bank employees. Should there be no such candidate, the scholarship may be awarded to another worthy student.

The Herbert Lee Spell and Sarah Cannon Spell Endowed Scholarship Fund was begun in 1982 with gifts from Dr. and Mrs. Herbert Spell of Summerville, South Carolina. Dr. Spell is a member of the Class of 1931. Awards from this fund may go to any worthy student.

The Springs Scholarship Fund was established by a gift from the Frances Ley Springs Foundation in 1975. The income from the fund provides scholarships to highly qualified students based on scholastic achievement, character, and leadership ability. Outstanding students from the high schools in Lancaster, Chester, and York counties in South Carolina are eligible candidates for these awards.

The Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a bequest from their daughter, Miss Mary Stein of Atlanta, Georgia. The scholarship is used to help provide an education to worthy male students who might otherwise not have the necessary funds to acquire it.

The Stokes Memorial Scholarship Fund was established in 1965 in memory of their parents, the Reverend Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930, by Miss Mary Bolling Stokes, and by Allen Heath Stokes and Thomas Henry Stokes, both of the Class of 1924.

The Switzer Family Endowed Scholarship Fund was established in 1986 by Mr. and Mrs. James L. Switzer of Union, South Carolina, and their three children, Paul, Class of 1977, Jim, Class of 1980, and Toccoa, and was significantly increased in 1987 with a gift from the Bailey Foundation of Clinton, South Carolina. Mr. Switzer is a member of the Class of 1940. Awards from this fund are to go to students entering Wofford from the top twenty-five percent of the graduating seniors of the Christ School of Arden, North Carolina. Recipients may retain the scholarship for four years, if fully enrolled and in good standing at Wofford.



The Paul Calvert Thomas Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, and her husband and three daughters, to honor this outstanding Spartanburg business and civic leader. Mr. Thomas was a graduate of the Class of 1917 who faithfully served the college as Treasurer and member of the Board of Trustees. Awards are made to an outstanding member of each class who has demonstrated by good character, academic attainment, and leadership abilities potential for lifelong service to mankind. Though not limited to members of the Glee Club or to students studying chemistry, preference may be shown to students participating in those areas of college life.

The John B. Thompson Endowed Scholarship Fund was established in the will of John B. Thompson to provide scholarships for deserving and needy students.

The G. Cameron Todd and Elizabeth C. Todd Endowed Scholarship Fund was established in 1984 by George C. Todd, Jr., Class of 1977, and his wife, Sarah, to honor his parents, who served Wofford as members of the Parents Advisory Council. The funds provided by this endowment are awarded annually to students planning to enter the field of business. Recipients are selected on the basis of strong potential for excellence in the field of business, high standards of character and integrity, and a desire for community service.

The Traywick Scholarship Fund was established by Thomas Tatum Traywick, Sr. and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to their families over the years. Awards are made annually to deserving students on the basis of character, leadership, and financial need.

The Eunice Miles Watson Memorial Scholarship Fund was established by Dr. Paul E. Watson, Jr., Class of 1945, in memory of his mother, Eunice Miles Watson. The award is given to a scholar-athlete who possesses qualities of strong leadership and good character and who is a member of the tennis team.

The Paul Elijah Watson, Sr. Memorial Scholarship Fund was established by his son, Dr. Paul E. Watson, Jr., Class of 1945, in his memory. Each year an award is given to a scholar-athlete who possesses qualities of strong leadership and good character and who is a member of the baseball team.

The J. Anthony White Endowed Scholarship Fund was established in 1980, with the income to be awarded each year to a student indicating those traits of character and leadership which Dr. White exemplified. Dr. White served Wofford as president of the student body, Chairman of the Board of Trustees, and Chairman of the Building Committee. He was a leading physician, nationally recognized for his dedication to his family, and an outstanding civic and church leader.

The John Wiley and Rowena Eaddy Williams Scholarship Fund was estab-

lished by Mrs. Williams in 1974. This renewable scholarship is awarded annually to a Wofford student on the basis of character, financial need, and academic ability. Preference is given to citizens of South Carolina.

The Allen Owens Wood Memorial Endowed Scholarship Fund was established in 1983 by Mrs. Jeannette Brien Wood in memory of her husband, Allen Owens Wood, Class of 1940, who lost his life in World War II. The income from this endowment is awarded to an English major with financial need. Preference is given to a student interested in journalism.

Other Endowed Scholarship Funds

These funds, which have not reached the \$10,000 level of endowed scholarships, are divided into two categories. One contains those from which annual awards are currently being made. These active funds were established prior to the policy requiring a minimum level before awards are made to students. The other category contains funds which are building in accord with that policy. Annual earnings and new gifts are added to such a fund until it reaches the level for an endowed scholarship.

Active Funds

The Bishop James Atkins Memorial Scholarship Fund was established in 1948 by Dr. and Mrs. J.T. Hooker of Spartanburg, South Carolina, for worthy students with outstanding qualities of scholarship, character, and leadership.

The Mrs. Betty G. Bedenbaugh Scholarship Fund was established by Mrs. Betty G. Bedenbaugh in her will in 1953. The scholarship is awarded to a worthy and needy student.

The Dr. Lewis Jones Blake Scholarship Fund was established in 1945 by Mrs. Louise H. Blake of Spartanburg, South Carolina, as a memorial to her husband. The scholarship is awarded on the basis of character, leadership, and scholarly achievement.

The Vernon L. Caldwell Memorial Scholarship Fund was established in 1963 by his friends in memory of Vernon L. Caldwell, former athletic trainer at Wofford. Proceeds are awarded through the Terrier Club.

The Carroll Scholarship Fund was established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, South Carolina. Proceeds are awarded annually to one or more students on the basis of need, scholastic achievement, and outstanding character.

The Class of 1916 Memorial Scholarship Fund was established in 1957 by Mr. J. Spencer Wolling, a member of the Class of 1916. The scholarship is awarded to a deserving student demonstrating outstanding character and academic merit.



The Class of 1926 Endowed Scholarship Fund was established by the Class of 1926 on its 50th anniversary. Proceeds are used to assist deserving students.

The Clifton Manufacturing Company Scholarship Fund was established by Clifton Manufacturing Company of Clifton, South Carolina, in 1943 to provide scholarships for students from Clifton Mills families. If there are no such applicants, the proceeds are granted to other worthy students.

The Julius E. Cogswell Scholarship Fund was established by Mr. Julius E. Cogswell in 1953.

The T. Keller Cogswell Scholarship Fund was established by his friends in 1975 in recognition of his service as Director of Alumni Affairs at Wofford. The award is made annually on the basis of scholarship, character, and need.

The D.E. Converse Company Scholarship Fund was established in 1943 by the D.E. Converse Company of Glendale, South Carolina, for the purpose of awarding scholarships to employees or children of employees of the Company. If there are no such applicants, the proceeds are granted to other worthy students.

The A. Mason DuPre Memorial Endowed Scholarship Fund was established in 1979 by Mr. J.M. Oeland, Class of 1919. Mr. Oeland chose to memorialize Wofford's legendary Dean DuPre in this way because of the example Dean DuPre set for generations of Wofford students. This scholarship is awarded to a deserving student demonstrating outstanding character and academic merit.

The Wallace Duncan DuPre Scholarship Fund was established in 1977 in memory of Mr. DuPre, Class of 1909. The fund provides an award annually to a deserving student on the basis of moral character and service to others.

The Faculty Fund for Student Scholars was established by the Wofford College Faculty to attract and assist able students and to receive donations in honor of special faculty members.

The Fairforest Finishing Company Scholarship Fund was established by Fairforest Finishing Company of Spartanburg, South Carolina, in 1943. The annual proceeds from the endowment are used as a scholarship for an employee or son or daughter of an employee of Fairforest Finishing Company. However, when there is no such applicant, the proceeds are awarded to another worthy student.

The Sam A. George Endowed Scholarship Fund was established in 1972 by Mr. and Mrs. Sam A. George to assist deserving students.

The William H. Gladden, Jr. Scholarship Fund was established in 1961 by Mrs. Maud Queen Gladden of Rock Hill, South Carolina, in memory of her son, who was killed in France in 1944.

The Chesley C. Herbert Scholarship Fund was established by the Reverend C.C. Herbert, Jr. and his brother, Dr. T.W. Herbert, as a memorial to their father, the Reverend Chesley C. Herbert, of the Class of 1892.

The Julien C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julien C. Hyer, with awards to be made annually on the basis of need, character, and academic merit.

The Isom Scholarship Fund was established in the will of Mrs. Lees G. Isom, the income to be used for the education of a student in preparation for the ministry of the United Methodist Church.

The Senator Olin D. Johnston Memorial Scholarship Fund was established in 1968 by Mrs. Olin D. Johnston of Spartanburg, South Carolina, in memory of her husband. Character, financial need, and scholastic achievement are considered in awarding the scholarship.

The O.C. Kay Scholarship Fund was established in 1956 by the gift of Mr. O.C. Kay. Earnings are awarded annually on the basis of need, character, and academic merit.

The John G. Kelly Scholarship Fund was established in 1975 as a memorial to John G. Kelly, Class of 1913, by family and friends. Income from the fund is awarded annually as a scholarship based on merit and financial need.

The Ray M. and Mary Elizabeth Lee Foundation Scholarship Fund was established to provide an annual scholarship for needy students from the state of Georgia.

The Donald F. McCarter Memorial Scholarship Fund was established by Mr. and Mrs. James McCarter in memory of their son, Donald, a much-loved member of the Wofford community.

The Claude Mark Melton Memorial Endowed Scholarship Fund was established by Mrs. Claude Mark Melton as a memorial to her husband, Dr. Claude

Mark Melton, Class of 1898, who both celebrated his 100th birthday on May 3, 1974, and attended the Wofford Commencement Exercises later that month. Dr. Melton was a Shakespearean scholar and author of the book, *A Richer Wealth*. Income from this fund is awarded to deserving students interested in majoring in English.

The Mills Mill Scholarship Fund was established by Mills Mill of Woodruff, South Carolina, in 1943 to provide an award for an employee or a son or daughter of an employee of Mills Mill. However, when there is no such applicant, the scholarship may be awarded to some other worthy student.

The Euphrasia Ann Murph Scholarship Fund was established by her son, Mr. D.S. Murph of St. Andrews, South Carolina and Washington, D.C., the income to be used to assist students of scholarship, character, and promise.

The W.F. Nettles, Jr. Endowed Scholarship Fund is a memorial to W.F. Nettles, Jr. Proceeds are used to provide a scholarship for a student-athlete on the tennis team.

The William L. Ouzts Endowed Scholarship Fund was established by the late William L. Ouzts of Spartanburg, South Carolina. The income is applied to an athletic scholarship.

Pacolet Manufacturing Company Scholarship Fund was established by Pacolet Manufacturing Company of Pacolet, South Carolina, in 1943 to assist students from Pacolet Manufacturing Company families. If there are no such applicants, the proceeds are granted to other worthy students.



The Raymond Agnew Patterson Scholarship Fund was established by Mrs. Harriet Newel Julienne Patterson in 1979 in memory of her husband, a member of the Wofford faculty for more than fifty years.

The Darwin L. Reid Memorial Scholarship Fund was established in honor of Mr. Darwin L. Reid by Mrs. D.L. Reid of Sandy Springs, South Carolina, and her daughter, Mrs. John D. Rogers of Easley, South Carolina, in 1950.

The Sims-Lyles-Dawkins-Martin Scholarship Fund was established by Mr. and Mrs. T. P. Sims of Spartanburg, South Carolina, for orphaned students from Spartanburg, Union, and Fairfield counties in South Carolina.

The Snyder-DuPre Scholarship Fund was established by the Washington, D. C. Alumni Association in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

The Spartan Mills Scholarship Fund was established by Spartan Mills, Spartanburg, South Carolina, in 1943 to assist students from Spartan Mills families. If there are no such applicants, the proceeds are granted to other worthy students.

The James M. Swanson, Jr. Scholarship Fund was established by Mr. and Mrs. James M. Swanson of South Boston, Virginia, in 1964 as a memorial to their son, a graduate of Wofford College. The scholarship is awarded on the basis of character, leadership, and scholastic achievement.

The William R. Thomas, Jr. Memorial Scholarship Fund was established in 1968 by Mr. and Mrs. William R. Thomas of Virginia Beach, Virginia, as a memorial to their son, William R. Thomas, Jr., of the Class of 1970. Character, financial need, and scholastic achievement are considered in awarding the scholarship.

The Coleman B. Waller Scholarship Fund was established by Dr. Coleman B. Waller, Emeritus Professor of Chemistry at Wofford College, for the purpose of awarding scholarships to qualified and deserving young men at Wofford.

The D'Arcy P. Wannamaker Scholarship Fund was established by Mr. John E. Wannamaker in memory of his son, D'Arcy P. Wannamaker, of the Class of 1911, to assist students selected on the basis of character, scholarship, and need.

Wilbur D. White Memorial Scholarship Fund was established by Mr. and Mrs. R. W. Barnwell of Warner Robins, Georgia, in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. The grant is made annually to a deserving student, with priority given to naturalized citizens or children of naturalized citizens.

The John Mitchell Witsell Memorial Scholarship Fund was established in the will of Mrs. Edith D. Witsell as a memorial to her son. The scholarship is awarded on the basis of character, leadership, and scholastic achievement.

The Wofford Memorial Scholarship Fund consists of memorials sent to the College as endowed scholarship funds.

Funds Which Are Building

The Frederick Rowell Atkinson Endowed Scholarship Fund
The Jennie Allen Capers Endowed Scholarship Fund
The Class of 1935 Endowed Scholarship Fund
The Class of 1940 Endowed Scholarship Fund
The Class of 1945 Endowed Scholarship Fund
The Class of 1975 Endowed Scholarship Fund
The Class of 1985 Endowed Scholarship Fund
The Class of 1986 Endowed Scholarship Fund
The Class of 1987 Endowed Scholarship Fund
The G. B. Dukes Endowed Scholarship Fund
The Sidney M. Gosnell Endowed Scholarship Fund
The Harold Green Endowed Scholarship Fund
The Colonel and Mrs. Marcus S. Griffin Endowed Scholarship Fund
The John Q. Hill Memorial Endowed Scholarship Fund
The George H. Hodges Endowed Scholarship Fund
The Doane E. James Endowed Scholarship Fund
The Lettermen's Club Endowed Scholarship Fund
The Jonathan Lide Memorial Endowed Scholarship Fund
The Elise B. and William H. Nicholson Endowed Scholarship Fund
The T. Reginald Thackston Endowed Scholarship Fund
The Julian S. Wolfe Endowed Scholarship Fund

General Scholarships

Scholarships listed in this category are awarded annually, and are not considered as part of the College's permanently endowed funds. These general funds exist through contributions given to Wofford for the purpose of making ongoing annual scholarship awards.



The Robert M. Carlisle Memorial Scholarship is made possible by the income on the Robert M. Carlisle Scholarship Fund held in trust by the Spartanburg County Foundation.

The Ruth B. Caudle Scholarship Fund was established in her will for the education of ministerial students or those preparing themselves for service in the United Methodist Church, preferably those students attending Spartanburg Methodist College and Wofford College. The trustees of the Caudle Fund generally make an annual award to a Wofford student.

The Daniel Finalist Scholarships are provided by the Romill Foundation in support of the Charles E. Daniel Scholars Program in order to extend its impact. Awards are made to three students each year who are finalists in the competition for the Daniel Scholarships. The finalist awards provide tuition each year for four years.

The Arthur Vining Davis Scholarships are made possible through a grant from the Arthur Vining Davis Foundations of Jacksonville, Florida.

Dean's Award Scholarships, funded annually by Wofford College, are awarded on the basis of merit for one to four years to strong candidates in the Wofford Scholars competition. They were established to honor the recipients, who are among the most outstanding students enrolled at Wofford.

Epworth Home Scholarships of \$1,000 per year are granted by Wofford College to graduates of the Epworth Home.

The First Federal Savings and Loan Scholarship, given by First Federal Savings and Loan Association of Spartanburg, South Carolina, is awarded each year on the basis of need and academic achievement to one or more residents of Spartanburg County.

The Kiwanis Scholarship is a \$500 award made annually by the Spartanburg Kiwanis Club to a worthy freshman from Spartanburg County, South Carolina.

The Daniel S. Lewis Athletic Scholarship Fund was established by the officers of the U.S. Shelter Corporation to memorialize Daniel Street Lewis, Class of 1962, and President of the Wofford National Alumni Association from 1973 through 1974, who passed away in November 1981. This annual award has been designated for a football player who embodies the ideals and accomplishments of Dan Lewis, who was also an exceptional campus citizen and athlete at Wofford from 1958 until 1962.

The McAlister Finalist Scholarships are provided by the Romill Foundation in support of the McAlister Scholarship Program because of its high aims and the high quality of the scholars in the program. The Romill contribution provides scholarships for two students each year who are finalists in the McAlister competition. The scholarships provide tuition each year for four years.

The Daniel Morgan Chapter, The Retired Officers Association, ROTC Scholarship Fund provides annual assistance to an outstanding third-year cadet enrolled in the Wofford ROTC program.

The Olney Scholarships for Spartanburg area students are made possible by the income earned on the Olney Educational Fund held in trust by the Spartanburg County Foundation.

The Neofytos Papadopoulos Scholarship, given by Dr. Constantinos N. Papadopoulos of Houston, Texas, provides \$1,000 per year for a student from Greece, in memory of Dr. Papadopoulos' father.

The Rotary Club of Spartanburg Scholarship, supported by an annual gift of \$1,000, is annually awarded to one or more Spartanburg County students. The scholarship is granted on the basis of need and scholastic promise.

The D.L. Scurry Foundation Scholarship is provided by the Scurry Foundation, Greenville, South Carolina, to assist deserving students.

The South Carolina Electric and Gas Company Scholarship is a one-year, \$750 award made to a student in the upper one-third of his or her class who has demonstrated outstanding leadership qualities and who needs financial assistance toward achieving an education. Parents or guardians must be customers of South Carolina Electric and Gas Company or customers of the Department of Public Utilities of Orangeburg, Winnsboro, or McCormick counties.

The Spartanburg Area Commuter Scholarships are provided by a local foundation to assist students from Spartanburg County in attending Wofford as commuting students.

The Spartanburg High School Scholarship, renewable for four years, is awarded annually by Wofford College on the basis of scholastic attainment

and character to a member of the graduating class of Spartanburg High School.

The Spartanburg Methodist College Scholarship, renewable for two years, is awarded annually by Wofford College on the basis of scholastic attainment and character to a member of the graduating class of Spartanburg Methodist College.

The D. W. Stacy Scholarship is made possible by a gift from Mr. Danny W. Stacy, Class of 1969, of Gaffney, South Carolina. It is annually awarded to a married upperclassman on the basis of financial need.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Revolving Scholarships were established in 1969 by the Algernon Sydney Sullivan Foundation. Awards are made to students of character who have need and who show awareness that receipt of a scholarship carries with it a sense of obligation to strive eventually to return the aid received and thus help to make it possible for others to enjoy similar benefits.

The Terrier Club Grants are provided by members of the Terrier Club, Wofford's fund-raising organization for athletics. These scholarships are awarded to outstanding athletes each year.

The United Methodist Scholarships are awarded annually by the Board of Education of the United Methodist Church to outstanding Methodist students.

The Lettie Pate Whitehead Scholarships, established by the Lettie Pate Whitehead Foundation of Atlanta, Georgia, are awarded annually to deserving women from the South.

The Ruth Winn Wickware Scholarship and *The Ruth Winn Wickware Foundation* were established by the will of Ruth Winn Wickware of Laurens, South Carolina. One purpose of the Foundation is sought in assisting or training deserving young people who are interested in and dedicated to the perpetuation and growth of free enterprise. The Foundation awards scholarships each year for the pursuit of studies in the field of economics and business administration. The scholarships are awarded on the basis of character, leadership, and scholastic achievement, and are renewable for four years.

The Anna Todd Wofford Scholarships were established in 1973 to honor the memory of the first wife of Benjamin Wofford. Three scholarships of \$4,000 per year for four years are awarded annually to female students nominated by their high schools and selected by Wofford College as possessing outstanding qualities of scholarship, leadership, and character.

The Benjamin Wofford Scholarships are named in memory of the founder of Wofford College. Three scholarships of \$4,000 per year for four years are awarded annually to male students nominated by their high schools and selected by Wofford College as possessing outstanding qualities of scholarship, leadership, and character.

The Wofford College AAAS Scholarships of \$5,000 a year for four years are awarded annually through the campus chapter of the Association of Afro-American Students to three minority freshmen who show exceptional promise of contribution to society.

Wofford College General Academic Scholarships are awarded annually on the basis of financial need and grade average. Some awards in this category are unnamed and are funded from the operating budget of the College. In other cases, students eligible for scholarships in this category receive one of the named scholarships described in this Catalogue.

Wofford College Merit Scholarships are awarded by the College as part of the National Merit Scholarship Program. A minimum of three Merit Scholarships are awarded each year to National Merit Finalists who have designated Wofford as their first college choice.

Other Endowment Support

Through the years, contributions from alumni and other friends have enabled Wofford to build its permanent endowment. Examples of endowment gifts include scholarship funds (such as those listed in the previous section of the Catalogue), lecture series, professorships, endowed chairs, and unrestricted gifts to the endowment for operating support. The growth of Wofford's endowment has provided additional operating funds for the College, thereby giving financial stability to the academic program and alleviating considerable institutional dependence on income derived from student tuition and fees.

Noteworthy non-scholarship gifts to Wofford's endowment in excess of \$50,000 include the C. O. Bonnette Endowment Fund; the Benjamin N. Duke Endowment Fund; The Ford Foundation Endowment Fund; the Kenan Charitable Trust Endowment Fund, which established the prestigious William R. Kenan, Jr. Professorship; the Kirksey Endowment Fund; the Larrabee Endowment Fund; the John A. McGraw Endowment Fund; the Albert C. Outler Professorship in Religion; the Leon L. Patterson Endowment Fund; and the T.B. Stackhouse Chair of Economics and Business Administration



Calendar

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official College calendars for 1987-88 and 1988-89, including Summer Sessions, are printed in this Catalogue.

Matriculation, Registration, And Enrollment

On specified dates toward the end of each semester, currently enrolled students pre-register for courses for the following semester. Matriculation and final registration then take place at the beginning of the semesters on dates also indicated in the College calendar; at these times pre-registered students confirm (or may change) their course schedules, and newly entering students and others not pre-registered do their original registering for the semester. Late-registration fees are charged students who do not complete their registration or pre-registration on time. No student is permitted to register or add courses after the dates indicated in the calendar as the last for those procedures.

Freshman and sophomore schedules must be approved by the students' faculty advisors. Junior and senior schedules must be approved by the chairmen of the departments in which the students are majoring. Student schedules calling for more than the normal maximum permissible load (see the following section) can be carried only with the approval of the Registrar.

Registration procedures for the Interim are undertaken mid-way in the fall semester.

To be permitted to register for classes, students must clear all financial obligations with the College, including the fees for the semester for which they are registering. In the spring semester, students must make their reservation deposits for the following year before pre-registering for the upcoming fall term.

Course Load

The normal course load for a student in a semester is four full courses (those of three or four semester hours credit each). In addition, sophomores are required to take a one-hour course in physical education each semester. Also in addition, students may take one-hour courses in music, and freshmen and sophomores may take one-hour or two-hour courses in military science. The normal (and maximum) load in Interim is one project.

First-semester freshmen may take no more than the four full courses, plus the one-hour options. All but one of the full courses are prescribed as indicated in the following outline.

The Full-Year Course Sequence for Freshmen:

<i>First Semester</i>	<i>Second Semester</i>
Humanities 101	English 102
A Laboratory Science Course	A Laboratory Science Course
A General Education	A General Education
Required Course	Required Course
An Elective Course	An Elective Course

Any student other than a first-semester freshman or a student on academic probation may take up to seventeen hours in a semester. (A student on probation must obtain permission from the Registrar to take more than the normal four courses.) Students wishing to take more than seventeen hours must seek approval prior to the last day of the add period by completing a form that is available in the Office of the Registrar. Students with cumulative grade-point averages lower than 3.00 will not be allowed to carry more than seventeen hours.

Students who carry fewer than nine hours in a semester must have the permission of the Dean of Students in order to live in the residence halls, if they wish to do so.

Course Restrictions

Enrollment space in beginning-level foreign language courses and in general science courses (Science 101, 102, 103) is reserved for freshmen. Students who do not complete General Education requirements in those two areas by the end of their freshman year cannot be guaranteed space in those courses exactly when they want it later.

Juniors and seniors are not permitted to enroll in the 100- and 200-level military science courses unless they are under ROTC contract and are required to take the courses.

Students who receive credit for an advanced course in a foreign language normally may not later take a less advanced course or a beginning course in the same language and receive credit or quality points for it. Students to whom this restriction may apply should not plan to enroll in 100- or 200-level foreign language courses without first seeking the approval of the Registrar and the Chairman of the Department of Foreign Languages.

Restrictions apply also to enrollment in Mathematics 100. Students should therefore seek the approval of the Chairman of the Department of Mathematics before making any plans to enroll in the course.

Grading System

The grading system is as follows: A—Superior; B—Good; C—Clearly Passing; D—Passable; F—Failure; I—Incomplete; WP—Withdrawal Passing; and WF—Withdrawal Failing. The WP is given only if the student officially with-

draws from the course and is passing at the time of official withdrawal.

Grades of Pass, Pass with Honors, and Fail are given for work done during the Interim and in required Physical Education courses.

An I or Incomplete indicates that for some legitimate reason not all the work the course required of the student has been completed and thus an A-F grade determination cannot be made. All Incompletes must be made up not later than mid-term of the following semester (including those of students not then enrolled), except under extremely extenuating circumstances as determined by the instructor and the Registrar. The notation I is used only rarely for Interim work, and then only with the expectation that it will be in effect for no longer than one week after the end of the Interim, by which time all work should be completed and final evaluation made. Incompletes not made up by these dates will be recorded as grades of F.

A quality-point system is used to determine qualifications for graduation, honors, the Dean's List, rank in class, academic probation and exclusion, and other matters. For the purpose of arriving at a grade-point average, the quality-point values of the grades are as follows: A=4; B=3; C=2; D=1; F=0; I=0; WF=0. The number of hours in each course attempted is multiplied by the quality points for the grade received in the course, and the total number of quality points is divided by the total number of hours attempted to determine the grade-point average. Interim projects, courses graded by the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded by the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

Examinations

Final examinations are normally part of every course. A student who wishes to take an examination during the examination period at a time other than the scheduled time may do so only at the discretion of the course instructor. Under no circumstances may an examination be administered before or after the week-long examination periods without approval of the Dean of the College. Such approval is given for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance. In addition to approval by the Dean, an examination given for an individual outside the examination period requires a payment of \$10 to the Business Office.

Reports On Academic Progress

At the end of each semester and Interim, grade reports will be sent to parents or guardians of all students in accordance with eligibility established under the Family Educational Rights and Privacy Act of 1974. Mid-semester progress reports will also be sent to parents or guardians of students.

Academic Honors

The Dean's List

Compiled at the end of each semester, the Dean's List recognizes students' high achievement in their courses. To be eligible for the Dean's List a student must:

1. have attempted at least twelve hours in the semester (not counting repeated courses or courses graded on a Pass/Fail basis);
2. have achieved a grade-point average higher than 3.00 on the twelve or more hours specified in 1., above;
3. not have made a D or an F in any course taken in the semester (including repeated courses and/or courses graded on a Pass/Fail basis);
4. have achieved at least B in any repeated course taken in the semester.

Graduation Honors

Candidates for degrees who have achieved certain levels of academic excellence at Wofford College are graduated with one of the following honors: cum laude, magna cum laude, or summa cum laude. These honors are determined by using the traditional grade-point average, and the qualifications are: 3.25 — cum laude; 3.50 — magna cum laude; and 3.75 — summa cum laude.

Honors Courses

At the discretion of the Faculty, a senior student may do an honors course during the regular academic year. Honors courses are subject to the following regulations:

1. Approval by the instructor and the Chairman of the department in which the honors course is to be done is necessary before a student may undertake an honors course. Upon mutual consent of these persons and the student, the Chairman shall submit to the Curriculum Committee of the Faculty a request that the student be allowed to do an honors course. The request shall be accompanied by a detailed proposal setting forth clearly the work to be done and the format in which the results will be presented. Normally, only students having grades of B or better in all courses taken at Wofford during the preceding two semesters are eligible to do honors courses.
2. An honors course may be undertaken only by a senior and will carry six hours of credit over the two semesters of the senior year and will receive a grade of Pass, Pass with Honors, or Fail. No partial credit will be given.
3. An honors course may count toward major requirements if the Chairman of the major department approves.
4. The course, if completed satisfactorily, shall be entered on the student's permanent record with a notation to the effect that it was an honors course.

5. A student may be removed from an honors course at any time if, in the judgment of the instructor and the Chairman, his or her work is not of sufficient merit to justify continuation.
6. Each student completing an honors course shall prepare and submit to the instructor three copies of a written report describing the work done in the course. The Chairman shall then place one copy in the student's file, one copy in the College library, and the third copy in his or her own files.
7. Application for the honors course should be made at least in time for consideration by the Curriculum Committee of the Faculty at its last scheduled meeting in the student's junior year.
8. A student who receives a grade of Pass with Honors in an honors course in his or her major, and achieves at least a 3.75 grade-point average in his or her major courses, shall be mentioned at the commencement exercises as being graduated with High Honors in his or her major and shall be so listed in a special section of the Catalogue. A student who receives a grade of Pass in an honors course in his or her major, and achieves at least a 3.75 grade-point average in his or her major courses, shall be mentioned at the



commencement exercises as being graduated with Honors in his or her major and shall be so listed in a special section of the Catalogue. The same notation shall be recorded in his or her permanent record.

In-Course Honors

Qualified Wofford students may be permitted to attempt in-course honors in accordance with the following regulations:

1. The student must have had at least one previous semester at Wofford and must have attained a B average, either cumulative or current.
2. A written request for in-course honors and a planned program of study must be presented to the course instructor before the end of the third week of the semester. (A special form for this purpose is available to the student in the Office of the Registrar. The completed form will be retained by the course instructor until the end of the semester and then used in preparing a report for the Dean of the College.) Approval of the application and program of study must be obtained from the course instructor, the department Chairman, and the Dean of the College.
3. Honors work shall consist of independent study, under tutorial guidance; exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology; include a terminal essay which analyzes or exhibits the results of the study; and culminate in an oral examination by a committee, appointed by the department Chairman, of three faculty members, including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.
4. The student shall meet all the requirements of the regular course, including the final examination. Credit may not be given for in-course honors unless the student earns a grade of at least B on both the regular course and the in-course honors work. (The grade on one shall not affect the grade on the other.) Upon the student's satisfactory completion of in-course honors the instructor will report the regular course grade with the suffix H added to the course number and with the signatures of at least two of the examiners appearing on the report. The Registrar will add the H suffix to the course number on the student's record and allow one semester hour credit for the honors work in addition to the regular course credit.
5. No student may elect more than one in-course honors program per semester.
6. No student shall be penalized for failure to undertake honors work. Any student may, without honors, earn the grade of B or A in the regular course.
7. An individual faculty member may be unable to meet a student's request for in-course honors, and the College is not obligated to provide this opportunity in every course. No first-semester faculty member shall give in-course honors; he or she should direct the interested student to the department Chairman for other possible arrangements.

Regulations For Adding Or Dropping Courses

During the add period, which in each semester extends from the day of registration to the date noted in the College calendar, the student wishing to add a course must obtain permission from the instructor who teaches that course. The permission slip is brought by the student to the Office of the Registrar. The drop period, the end of which is also announced in the calendar, is several days longer than the add period, and a course dropped during this period does not appear on the student's permanent record. The student who wishes to drop a course during the drop period must notify the instructor who teaches the course. The withdrawal or drop form must be initialed by the instructor involved, signed by the faculty advisor, and brought by the student to the Office of the Registrar.

After the drop period the student may still drop courses during the semester, with the Friday before the start of final examinations being the last day to do so. But before dropping during that time, the student should seek advice on the matter from his or her advisor and the instructor, because courses dropped after the drop period will appear on students' permanent records, as will the grades (WP or WF) assigned by the instructors. The WP is not given, however, unless the student officially withdraws from the course and then only if the student is passing the course at the time of official withdrawal. The withdrawal form indicating the grade to be recorded is returned to the Registrar by the instructor and not by the student.

Some financial aid awards require that recipients be enrolled full-time. Students receiving assistance should consult the Director of Financial Aid before they drop any course.

Repeated Courses

Although any course (except Humanities 101) may be repeated, credit hours will be awarded only once. The student who repeats a course and makes a higher grade will receive the grade-point benefit of the higher grade, but the original or lower grade itself will not be erased from the student's permanent record. In order to receive any grade-point benefits to be derived from repeating a course, the student who repeats must complete a notification form available in the Registrar's Office.

Any student who has twice failed a course (or courses in the same department) required for graduation may appeal to be exempted from that requirement. The student must request before the end of the add period in the subsequent regular semester that the Dean of the College convene a committee to review the appeal. This committee's decision is final.

This appeal opportunity applies to courses taken to meet General Education

requirements but not to courses taken as electives or to meet major requirements (although a similar appeal opportunity does exist in relation to courses listed as prerequisites to majors in economics, business economics, finance, or accounting).

Class Standing

For a student to rank as a sophomore, he or she must have earned a minimum of 30 semester hours; as a junior, 60 semester hours; as a senior, 90 semester hours.

Courses At Other Institutions

Any student who wishes to take course work at another institution of higher education and apply this work toward the requirements for a degree from Wofford College must secure the advance approval of the Registrar and the chairmen of the Wofford departments in which the courses desired would normally be offered. Any student who has accumulated 62 semester hours may take such work only at an accredited senior college or university.

Cooperative Education (Co-Op)

Cooperative Education is a program that combines work with learning and gives students the opportunity to explore work areas which will be options for them after graduation. There are two Co-Op plans — parallel and alternating. In the parallel plan, the student enrolls half-time and is employed half-time. In the alternating plan, the student alternates semesters of work and school.

Students who register for and participate in full-time, off-campus Co-Op programs are considered to be full-time students. They are not required to pay tuition but they may pay residence charges and live in campus housing.

Withdrawal From The College

In the interest of the welfare of both the student and the institution, Wofford expects each student who withdraws from the College to have an exit interview with the Registrar. In extenuating circumstances, such interviews may be conducted by telephone.

Auditing Courses

A student who wishes to audit a course may do so upon securing the permission of the instructor and the Registrar. Under no circumstances may an audit be changed to a registration for credit after the end of the add period,

nor may a student taking a course for credit change to audit unless the student first obtains a passing withdrawal from the instructor and notifies the Registrar of his or her intent to audit the course. The notation "Audit" will be affixed to the student's permanent record card only upon the student's request and only if the instructor submits at the end of the course a grade of Audit, indicating the student indeed audited the course satisfactorily.

An audit fee is charged each course-auditor who is not a full-time Wofford student.

Class Attendance

1. In class meetings, students not only receive instruction from their teachers, but in discussion give reactions and listen to the reactions of fellow students. In such a teaching/learning process both the student and the class suffer a loss when the student is absent from class.

2. Thus, all students are expected to attend all classes and activities scheduled for courses in which they are registered for credit, and they should understand that if they do not do so they must accept the personal academic consequences of that behavior.

3. Absences from class do not, of course, excuse students from the responsibility for fulfilling the academic requirements of their courses. Generally, course instructors will determine whether make-up work will be required or permitted for students who miss tests or other course work because of their absence from class for reasons other than participation in official College events. (However, a student who is absent from a final examination must request permission from the Dean of the College to take such an examination at a later date; permission will be granted only in extremely extenuating circumstances.)

4. A student who is absent from classes of a given course too many times, particularly if he or she is also performing poorly academically, may be required to withdraw from the course under the following procedures:

- a. Through the Dean of the College, the instructor sends the student a Class Attendance Warning, requesting an interview.
- b. If the student fails to respond to that request, or if the interview is held but is unsatisfactory, or if the student fails to show satisfactory improvement in attendance and/or in academic performance, the instructor sends to the Dean of the College for approval a Required Class Withdrawal notice for the student. Upon approval, the Dean informs the instructor, the student, and other interested parties (including the student's parents) of the required withdrawal. The student is assigned a grade of WP or WF as determined by the instructor.

5. Student absences resulting from participation in official College events are generally to be considered excused. Both students and instructors bear

important responsibility in the maintenance and implementation of this policy. Those responsibilities and other details of the policy may be reviewed in the Student Handbook or the Faculty Handbook.

Academic Probation and Exclusion

At all stages in the educational undertaking in which its students are engaged, Wofford College expects the students to be performing academically at levels which indicate that they are profiting from the opportunity. This means at least that students are expected to be making reasonable progress toward meeting the requirements for degrees. In situations in which such progress is not evident, as measured by the graduated qualitative standards shown below, Wofford places students on academic probation or academic exclusion, not only as warning that their sub-par academic work is endangering their opportunity to continue, but also as incentive to improve their performance. Students' records are evaluated against these standards at the end of each semester.

<i>*Cumulative Hours Attempted at Wofford</i>	<i>Cumulative GPA Probation Level</i>	<i>Cumulative GPA Exclusion Level</i>
16-26	below 1.30	below 1.00
27-58	below 1.60	below 1.20
59-92	below 1.80	below 1.40
93 and over	below 2.00	below 1.60

Students who fail to achieve the minimum levels of performance required are accordingly placed on probationary status for the subsequent semester as a warning or are excluded (separated) from Wofford for the subsequent semester.

Also, a student is placed on exclusion for the subsequent semester if at the end of a third consecutive semester on academic probation his or her cumulative GPA has not risen above the probation level. The exception to this is that if the student makes the Dean's List in that third consecutive semester on probation, he or she will be academically eligible to enroll for the subsequent semester even if the cumulative GPA standard for avoiding probation is not met.

On the other hand, at any point at which a student's academic performance becomes extremely poor, the Dean may require, after consultation with the Registrar, the student, and the student's faculty advisor, that the student withdraw from the College forthwith, whether or not the GPA standards required for good standing have been achieved.

Students who are excluded in or at the end of either semester and who wish to attempt to qualify for September readmission must attend the Wofford

*Hours graded on Pass/Fail basis and courses in which student receives WP are not included.

Summer Session to make that attempt. Normally the attempt may be made in the first Summer Session following the student's exclusion, but students who have been excluded more than once may be required to wait for periods as long as two years before they are considered for readmission, whether or not they are permitted to attempt any Summer Session work and regardless of the outcome of any such work they do attempt. Applications for the readmission of excluded students should be directed, when timely, to the Registrar.

Although excluded students may regain good academic standing through successful work in Summer Session, they lose their priority for residence hall rooms and for financial aid when they are excluded (see Catalogue section on Financial Aid).

Permanent exclusion from the College is of course a very serious matter which is to be considered only after very thorough deliberation among the Dean, the Registrar, the student concerned, and the student's faculty advisor. No specific regulations, therefore, are prescribed for such situations.

Wofford will not accept for credit any work undertaken at another institution by a student during the time he or she is on exclusion from Wofford. Normally this is also the policy in regard to students on probation, but in extenuating circumstances they may be granted waivers on the basis of written petitions to the Registrar.

Response to Communications from Faculty and Staff

Students are expected to respond to all communications from members of the faculty or staff of the College. All students are required to have campus mail boxes where they may receive notices and requests from College personnel. Students are expected to check their mail daily and to respond to faculty and staff during the next school day after they receive a request. Failure to comply may be grounds for academic or disciplinary sanction.



Degrees Offered

Wofford College offers the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.).

Candidates who meet all requirements and successfully complete a major in art history, English, foreign language, government, history, humanities, intercultural studies, philosophy, religion, or sociology qualify for the B.A. degree.

Candidates who meet all requirements and successfully complete a major in biology, chemistry, physics, or psychology qualify for the B.S. degree.

Candidates who meet all requirements and successfully complete a major in economics, business economics, accounting, finance, or mathematics qualify for the B.A. or the B.S. degree depending on how they meet the College's natural science requirement (see below).

Candidates who successfully complete 154 hours and meet all requirements for each degree (including the successful completion of two appropriate majors) will qualify for the B.A. and the B.S. degrees. (Note, however, that double majors involving one B.A. field and one B.S. field do not ordinarily or necessarily require the completion or result in the award of two degrees.)

Requirements For Degrees

It is the responsibility of each student to know and meet his or her requirements for the completion of the degree.

Achievement of the bachelor's degree is based on a broad distribution of studies among representative fields of liberal learning and a concentration of studies in one field. The object of distribution is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The concentration provides opportunity for the student to achieve expertise in a particular field of scholarship.

Distribution of studies is provided for by requirements that students successfully complete courses in designated departments and programs. The concentration is provided for by the requirement that students complete a major in one academic discipline or program.

In all work done toward a degree a candidate's grades must meet certain standards.

Degree requirements are outlined in this chapter. In addition to completing these requirements, each student must be approved for the B.A. or B.S. degree by the faculty at a special meeting held prior to commencement. Those students who have met all requirements and have been approved and have met all financial obligations to the College are eligible for degrees.

Outline of Distribution Requirements for the B.A. or B.S. Degrees

	Semester Hours	
	B.A.	B.S.
English	6	6
Fine Arts	3-4	3-4
Foreign Languages	6	6
Humanities 101	3	3
Natural Science	8	16
History	3	3
Philosophy	3	3
Religion	3	3
Additional hours in either history or philosophy or religion	3	3
Physical Education	2	2
Major work	18-33	21-38
Interim Projects	12-16	12-16
Electives (normally)	34-54	21-43
Total	124	124

Specifics of Distribution Requirements

General Education Requirements

Students with superior preparation in any of the courses included in the General Education requirements are encouraged (or may be required) to omit any of them on which, in the judgment of the department concerned, they demonstrate satisfactory proficiency. Students relieved of such required courses in this manner must still complete one hundred twenty-four hours in college. Hours credited through the Advanced Placement Program, the College-Level Examination Program, College-sponsored achievement testing, or certain other tests and experience, however, may be included in the one hundred twenty-four.

ENGLISH

SIX SEMESTER HOURS

This requirement is met by successfully completing English 102 and a 200-level English course.

FINE ARTS

THREE OR FOUR SEMESTER HOURS

This requirement is met by successfully completing one course from among Art 201, 202, 250, 302, 303, 401, 403, Music 201, 202, or Theatre 250, 350, 351, or by successfully completing four semester hours in Music 100, 101, and/or 200.

FOREIGN LANGUAGES

SIX SEMESTER HOURS

This requirement is met by successfully completing one of the following combinations of courses or by demonstrating equivalent proficiency:

French 101, 102

Greek 201-202

German 101, 102

Latin 101-102 (via course work at

Spanish 101, 102

another college or

appropriate testing)

HUMANITIES 101**THREE SEMESTER HOURS**

This course is normally required of every freshman. Those who fail it are required to take and pass English 101 before taking English 102.

NATURAL SCIENCE,**B.A. DEGREE****EIGHT SEMESTER HOURS**

This requirement is met by successfully completing two semesters of course work, preferably in the same department or program, in courses chosen from the following:

Biology 101, 102, 123, 124, 221, 222
 Chemistry 123-124
 Geology 111, 112
 Physics 121, 122, or 141, 142
 Psychology 331, 332, 341, 342
 Science 101, 102, 103

NATURAL SCIENCE,**B.S. DEGREE****SIXTEEN SEMESTER HOURS**

This requirement is met by successfully completing two semesters of course work in each of two departments, in courses chosen from the following:

Biology 101, 102, 123, 124, 221, 222
 Chemistry 123-124
 Geology 111, 112
 Physics 121, 122, or 141, 142
 Psychology 331, 332, 341, 342

**HISTORY, PHILOSOPHY,
AND RELIGION****TWELVE SEMESTER HOURS**

This requirement is met by successfully completing one applicable course (see below) in each of the three departments, plus one other course, chosen as indicated below, in one of the departments.

History: Only 101 and 102 count toward the requirement. If the student wishes to apply one more history course toward the requirement, it too must be History 101 or 102.

Philosophy: Normally 201, 206, or 210+ should be taken for the one course. If the student wishes to apply one more philosophy course toward the requirement, any 200-level or 300-level course in the department may be taken for that purpose.

Religion: Only 201, 202, or 203 count for the one course. If the student wishes to apply one more religion course toward the requirement, Religion 101 or any 200-level or 300-level course in the department may be taken for that purpose.

PHYSICAL EDUCATION**TWO SEMESTER HOURS**

This requirement is met by successfully completing PE 101 and 102.

**Major Work Requirements**

At the close of the sophomore year, students normally select the academic area in which they will take their major work. At that point, the student completes the major work form, which is then approved by the Chairman of the student's major program and filed with the Registrar.

Major work involves the successful completion of substantial numbers of semester hours in one academic department or, under certain circumstances, in a selected combination of departments. The number of hours required for various majors ranges from eighteen to thirty-eight (in addition to any prerequisite hours); the specific requirements for given majors are found under the departmental headings in the Courses of Instruction chapter of this Catalogue.

Qualified students may achieve double majors by completing all the requirements of each of two separate majors.

Under normal circumstances, no student may take (to apply toward a bachelor's degree) more than thirty-six hours in any one department, with courses used to satisfy General Education requirements not included in calculating that total. Similarly, neither those courses open primarily to freshmen nor those used to meet General Education requirements may be applied toward completion of major work requirements under normal circumstances.

A majority of the courses in a student's major must be taken and successfully completed at Wofford.

Interim Requirements

The graduation requirement for Interim has two parts; these deal with (1) the number of Interim projects in which students must participate, and (2) the number of projects they must pass. In general terms, the requirement is that each student must participate in four projects (one for each full-time year or equivalent at Wofford) and must pass at least three.

More specifically, each student must participate in one project for every twenty-seven credit hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the College (except that students who complete all requirements for graduation in three years must each participate in only three projects).

The requirements regarding the numbers of projects which must be passed by transfer students and others who finish graduation requirements in less than four years (or the equivalent) at Wofford are that those students who are required to participate in three projects must pass at least two; those required to participate in two projects must pass two; and those required to participate in one must pass one.

For students permitted one non-passing participation, credits lost through unsuccessful work in that one project may be regained in semester course hours; but the further credits lost when students fail more projects than is allowable can be regained only through successful project participation in subsequent winter Interim periods, during any of which only one project may be undertaken by any student, as is always the case.

Credit hours earned in Interim projects may be applied only toward Interim requirements; they cannot be used to satisfy any portion of General Education or major requirements.

A student who participates in a year-long or semester-long program of foreign study will generally find it impossible to take part that year in Wofford's Interim as ordinarily required. But when that is the case, satisfactory completion of the approved foreign study program will stand in lieu of successful Interim participation for that year.

When other extenuating circumstances in individual cases require such, the Coordinator of the Interim and the Registrar will determine whether the requirements for participation in Interim projects have been met. Normally, Interim grades of WP or WF would not signify acceptable participation.

Elective Requirements

In addition to the General Education, major, and Interim requirements, the student must pass sufficient elective courses to complete the 124 semester hours necessary for graduation.

Grade Requirements For Graduation

Candidates for degrees must complete 124 semester hours, including all general and major requirements and the prescribed number of Interim projects. The candidate must have at least a C average (2.0) on all course work attempted. Interim projects, courses graded on the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded on the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

A candidate may also qualify by presenting a number of hours of C's equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in meeting the requirements for Interim and Physical Education and in other courses graded on the Pass/Fail system, but including all general and major requirements.

The quality of a student's major work must be such that he or she finishes with a grade average at the C level or higher in all work which could be applied toward the major or that he or she attains grades of at least C in the minimum number of hours and specific courses required for the major.

Grades transferred from other institutions, except Converse College grades earned when the cross-registration program is in effect and grades earned in Wofford-related programs in overseas institutions, will not be used in computing students' grade-point averages or in determining whether other grade requirements for graduation have been met.

Residency Requirement

The senior year of work (the final thirty hours) must be completed at Wofford College. In extremely extenuating circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight of those hours at an accredited senior college or university other than Wofford. Before undertaking such work, the student must obtain the approval of the Registrar and the chairmen of the departments concerned.

Pre-Professional And Combined Programs

Combined Academic-Engineering Programs

Wofford College has agreements with two institutions which afford students an opportunity to become liberally educated engineers. After a student has completed General Education requirements and certain prescribed courses in mathematics and the physical sciences at Wofford and has been recommended by the faculty, he or she is automatically accepted at the school of engineering at Columbia University or Georgia Institute of Technology. After successful

completion of one year at the professional school, he or she may be awarded the bachelor's degree by Wofford, and after meeting requirements at the professional school (usually by the end of the second year there), the student is awarded the Bachelor of Science Degree in Engineering by that school.

These pre-engineering programs are rather tightly structured, and the requirements of the engineering schools differ slightly. Therefore, it is wise for those interested to consult early and frequently with the program advisor.

Cooperative Program In Nursing

In a cooperative program with the Emory University School of Nursing, Wofford offers pre-professional studies which prepare students for admission to the professional nursing program at Emory. To qualify for admission to the Emory program, the student must complete at least 60 semester hours of course work at Wofford (including general and specific requirements in humanities, social sciences, natural sciences, and mathematics) with a grade-point average of no less than 2.50. For students then admitted to the nursing program at Emory, the successful completion of seven quarters of professional nursing courses there leads to the degree of Bachelor of Science in Nursing from Emory.

Students who successfully complete the pre-professional studies at Wofford are interviewed by a member of the Baccalaureate Admissions Committee of the Emory School of Nursing and considered for admission by the School of Nursing faculty, which makes the final decision regarding admission.

Interested students should consult the Wofford program advisor for information and advice as they plan their course work, including that of their first semester here.

Pre-Professional Programs:

Pre-Medicine, Pre-Dentistry, Pre-Ministry, Pre-Veterinary Science, and Pre-Law

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, veterinary medicine, the Christian ministry, and law. In each of the academic major programs students can prepare for graduate study in that major, and, generally, any of the College's majors provides useful and appropriate background for students who wish to enter professional schools. There are, however, certain specific course requirements which must be met for admission to most professional and graduate schools. It is very important therefore that interested students stay in close and frequent contact with the appropriate program advisor at Wofford.

Students interested in studies in the health-care fields especially should be aware of course requirements for admission to schools of medicine, nursing, dentistry, or veterinary medicine. They should obtain the necessary informa-

tion before choosing a major or deciding upon elective course-work.

While there are no specific course requirements which must be met for admission to law schools, Wofford College wants students who wish to prepare for the practice of law to choose electives which include English, American history, government, accounting, economics, ethics, and public speaking. Statistics, logic, and religion are also recommended. Pre-law students should major in one of the humanities or social sciences.

A student who transfers to an accredited school of medicine, dentistry, law, or veterinary medicine before graduating from Wofford but after having met all General Education requirements and certain other conditions, may yet receive the Bachelor of Arts or Bachelor of Science degree from Wofford by completing certain requirements in the professional school. Interested students should consult the Registrar and the appropriate pre-professional advisor early and often.

Teacher Education Program

For many years Wofford College has been educating well-qualified teachers for the schools of South Carolina and the nation. The purpose of the teacher education program at Wofford is to provide basic programs leading to certification in grades 9-12 (and grades 7 and 8, if organized by departments) in biology, chemistry, English, French, Spanish, mathematics, physics, and social studies (history, government, economics, sociology, and psychology). These programs have been approved by the State Board of Education using standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students successfully completing the teacher education program are recommended for certification in South Carolina and some 25 other states.

Careful planning and selection of courses are required in order to satisfy both College requirements and those of teacher certification agencies. The earlier in his or her college career a student registers interest in teaching with the Chairman of the Department of Education, the more readily the planning can be effected. The College can, within reason, assure students of opportunity for satisfactory fulfillment of certification requirements if they consult the Chairman of the Department of Education *not later than the first semester of the sophomore year*, and follow the prescribed courses in the teacher education program.

General Education

Teacher education candidates must satisfactorily complete all Wofford General Education requirements, one mathematics course, one biology course, and one physical science course. Courses recommended for teacher education students are art appreciation, music appreciation, and United States history.

Professional Education

Required courses:

Sophomores	Education 200
Juniors	Education 300
	Education 310
	Education 332
	Education 333
Seniors	Education 410

Teaching Area

Each subject field requires specific courses and a minimum number of semester hours for teacher certification. For courses and hours required in each field, students should consult the Chairman of the Department of Education.

Recommendation for Certification

The College advises students as to the requirements of the teacher education and certification programs, and helps with scheduling the appropriate sequence of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual student. Deficiencies in preparation at the time the candidate applies for certification are not the responsibility of the College. Wofford College recommends for certification only those students who have completed satisfactorily all requirements of the program.



On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact department chairmen or the Dean of the College.

Not all courses are offered each year. Department chairmen should be consulted for scheduling information.

Wofford students should be aware that they may have access also to a number of courses offered at Converse College under the terms of a cross-registration agreement. The privileges of this arrangement are available to students who have a C average or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. Wofford students may not take at Converse courses that are offered at Wofford nor may they take courses at Converse to meet Wofford's General Education requirements. Priority for classroom space for Wofford students at Converse is given to upperclass students. Freshmen may not take courses at Converse unless they have the permission of the Wofford Registrar.

Information as to the specific courses which are offered at Converse may be obtained from the Registrar at Wofford.

Numbering System

Courses numbered in the 100's and 200's are primarily for freshmen and sophomores; courses numbered in the 300's and 400's are primarily for juniors and seniors.

In general, courses numbered in the 450's are research courses, and those numbered in the 480's are special topics courses.

Course numbers separated by a *colon* (e.g.: 201:202) indicate a full year course for which credit is not given unless the work of both semesters is completed. Such a course may not be entered at the second semester.

Course numbers separated by a *hyphen* (e.g.: 201-202) indicate a year course for which credit for one semester may be given, but which may not be entered at the second semester.

Course numbers separated by a *comma* (e.g.: 201,202) indicate two one-semester courses, the second of which continues from the first; these courses may be entered at either semester.

Single course numbers (e.g.: 201) indicate one-semester courses.

In general, odd-numbered courses are offered in the fall semester and those with even numbers are offered in the spring semester.

On the last line of individual course descriptions are three numbers (in parentheses) which indicate, in turn, the number of class hours or equivalent normally met each week, the number of laboratory hours or equivalent normally met each week, and the number of semester hours credit for the course.

Course and Program Descriptions

Accounting

PHILIP S. KEENAN, *Coordinator*

EDWARD E. GREENE, SUSAN M. WILEY

Students majoring in Accounting have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the College's natural science requirements). Students may not major in both Accounting and Finance or Accounting and Business Economics.

Any student who has twice failed a course listed as an Accounting major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the add period of the subsequent semester that the faculty of the Department of Economics and Accounting review the appeal. The Department faculty's decision is final.

Major Prerequisites:

Math 130, 140, 181; Computer Science 100; Economics 201, 202.

Major Requirements:

Accounting 211, 212, 351, 352; Finance 321; Economics 372; plus four (4) of the 400-level accounting courses as approved by the accounting Coordinator.

211. Accounting Principles I

An introduction to the basic concepts and methodology of financial accounting, with emphasis on the collection, analysis, and recording of business data. Includes financial statement preparation, with emphasis on assets and current liabilities.
(3-0-3) STAFF

212. Accounting Principles II

A continuation of Accounting 211, with emphasis on long-term debt and corporations. Also includes an introduction to managerial accounting, with emphasis on manufacturing costs and on management use of accounting data for planning, budgeting, and control. Prerequisite: Accounting 211.
(3-0-3) STAFF

351. Intermediate Accounting I

Study of accounting theory and concepts relating to net working capital, intangibles, and plant assets. Prerequisites: Accounting 211, 212.
(3-0-3) KEENAN

352. Intermediate Accounting II

A continuation of Accounting 351; study of accounting theory and concepts relating to the corporate capital structure. Additional topics such as pension accounting, cash flow statements, and accounting for leases. Prerequisites: Accounting 351, Finance 321.
(3-0-3) WILEY

452. Cost Accounting

Basic consideration of cost principles and procedures applicable to manufacturing operations with emphasis on planning, controlling, and decision-making. Prerequisites: Accounting 211, 212; Mathematics 130, 140.
(3-0-3) KEENAN

- 461. Advanced Accounting**
Advanced topics such as consolidated financial statements, partnerships, foreign currency issues, estate and trust accounting. Prerequisite: Accounting 352.
(3-0-3) WILEY
- 462. Auditing**
Theory of auditing, using generally accepted auditing standards. Additional emphasis on practical application of auditing techniques. Prerequisite: Accounting 352.
(3-0-3) WILEY
- 471. Tax Accounting**
Theory and practice of federal income taxation for individuals and for corporations, with emphasis on property transactions. Prerequisite: Accounting 211, 212.
(4-0-4) KEENAN
- 480+. Special Topics in Accounting**
Topics and credit may vary from year to year. Prerequisite: Permission of instructor.
(1 to 3-0-1 to 3) STAFF

Biology

W. RAY LEONARD, *Department Chairman*
H. DONALD DOBBS, WILLIAM B. HUBBARD, MARK D. NORRIS
GEORGE W. SHIFLET, JR.

Major Requirements:

Biology 123, 124, 221, 222.

Six advanced courses chosen in consultation with the Department Chairman. Two of these may be three-hour, non-laboratory courses. No prospective major should take advanced courses before completing 123, 124, 221, and 222.

In the senior year, performance to the satisfaction of the department faculty on a comprehensive examination on courses 123, 124, 221, and 222.

As related work, eight hours of laboratory courses in another science as required for the B.S. degree.

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 142 for course description.

- *101. General Biology**
Fundamental facts and principles of animal life.
(3-3-4) STAFF
- *102. General Biology**
Fundamental facts and principles of plant life.
(3-3-4) STAFF

*Offered in Summer Session only; does not count toward a major in biology, but does count toward fulfillment of the General Education requirements in natural science.

- 123. Introductory Animal Biology**
Study of animal life, with emphasis on form and functions.
(3-3-4) DOBBS
- 124. Introduction to Plants and Ecosystem**
Study of the structure and function of the vascular-plant body; plants, animals, man, and the physical environment as an ecosystem.
(3-3-4) NORRIS
- 221. Introduction to Molecular and Cellular Biology**
Introduction to morphological, biochemical, biophysical, and genetic studies of living cells.
(3-3-4) LEONARD, SHIFLET
- 222. Introduction to Genetics and Development**
Study of the basic concepts of heredity and subsequent development of organisms.
(3-3-4) HUBBARD, SHIFLET
- 301. Genetics**
Study of the principles of heredity with emphasis on the more recent work and findings in the field.
(3-3-4) HUBBARD
- 302. Vertebrate Morphogenesis**
Study of vertebrate anatomy and embryology.
(3-3-4) DOBBS
- 303. Microbiology**
Study of the microscopic forms of life, including structures, functions, uses, and controls.
(3-3-4) HUBBARD
- 304. Invertebrate Zoology and Animal Parasitism**
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man.
(3-3-4) DOBBS
- 307. Ecology**
Study of interrelationships of the environment and organisms, including man.
(3-3-4) NORRIS
- 310. Field Biology**
Identification of selected kinds of native animals and plants, study of the natural history of selected species, introduction to literature of field biology.
(3-3-4) NORRIS, SHIFLET
- 313. Life of the Green Plant**
Study of growth, metabolism, and physical functions of seed plants.
(3-3-4) NORRIS
- 315. The Plant Kingdom**
Study of body structure, life cycles, and relationships in the major groups of plants.
(3-3-4) NORRIS
- 401. History of Biology**
Study of the development of the biological sciences from antiquity to the present.
(3-0-3) DOBBS

404. Animal Physiological Principles

Study of the leading ideas and concepts of the physiology of animals.
(3-3-4) LEONARD

407. Mammalian Histology

Microscopic study of the cellular structure of tissues and organs.
(3-3-4) LEONARD

453. Evolution

Study of the facts and concepts of the synthetic theory of organic evolution.
(3-0-3) NORRIS

481. Selected Topics in Biology

The topic for any semester may be one of special interest, special need, or special content. Topics taught in recent semesters have included Immunology, Human Genetics, Human Embryology, Disease, Virology, and Microbial/Molecular Genetics. Students may request topics.
(3-0-3) STAFF

Honors Courses and In-Course Honors

The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses and In-Course Honors in this Catalogue.

Chemistry

WILLIAM P. CAVIN, *Department Chairman*

DONALD A. CASTILLO, JR., W. SCOT MORROW, DAVID M. WHISNANT

In order to allow flexibility in the major and to provide for differing professional goals, the chemistry department offers two different major programs. The *Pre-Professional Chemistry Major* is for students who plan to do graduate work leading to the M.S. or Ph.D. degree in chemistry or who plan to become industrial chemists. It is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. The *Liberal Arts Chemistry Major* provides more flexibility in selecting courses within the major and in taking elective courses in other departments. It is designed to give a sound foundation in chemistry for pre-medical and pre-dental students or for students who are undecided between medical school and graduate school and who may want to take a number of biology courses. For the student who wishes to be certified for teaching, this major permits more time to meet other requirements for teacher certification.

Both majors call for the related work of eight hours of laboratory courses in another science as required for the B.S. degree.

Major Prerequisites for either Major Program:

Chemistry 123-124; Physics 141, 142; Mathematics 181, 182.

Major Requirements for either Major Program:

Chemistry 201-202, 211-212, and 311.

Participation in departmental seminars in junior and senior years.

Comprehensive examination in the senior year.

Additional Requirements for the Pre-Professional Major:

Chemistry 301 or 302, and 312, 322, 410, and 420.

(Chemistry majors who plan to do graduate work in chemistry are strongly advised to take Mathematics 310 and to acquire a reading knowledge of German.)

Additional Requirements for the Liberal Arts Major:

Four of the following (including *at least one* 400-level course): Chemistry 301, 302, 312, 322, 410, 420.

(Pre-medical and pre-dental students will need to take a minimum of two semesters of biology to meet admission requirements of most professional schools.)

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 142 for course description.

123-124. General Chemistry

A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.
(3-3-4) each semester STAFF

201-202. Organic Chemistry

A study of the major classes of organic compounds, with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.
(3-3-4) each semester CAVIN

211-212. Introductory Analytical Chemistry

Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.
(1-3-2) each semester CASTILLO

250+. Introduction to Research

Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A maximum of 4 credit hours may be obtained in Chemistry 250+. Prerequisite: Chemistry 123-124 or permission of the department faculty.
(0-3-1) STAFF

280+. Selected Topics in Chemistry

Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists as well as chemistry majors. Specific topics will vary with student interest and will be announced one semester in advance.
(1 to 3-0 to 3-1 to 4) STAFF

301. Biochemistry

An introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. This course is specially designed to be of interest to students who are majoring in either chemistry or biology. A thorough treatment of the physicochemical properties of informational macromolecules provides a sound basis for the study of bioenergetics and metabolic organization. Prerequisites: Chemistry 202; Physics 141, 142. Recommended: Chemistry 211, Biology 221.
(3-3-4) MORROW

302. Advanced Biochemistry

An in-depth study of the more provocative topics introduced in Chemistry 301, e.g., transport,

regulation, synthesis of man-made polymers, analytical methodology, physical biochemistry, chemotherapy, and biotechnology. Prerequisite: Chemistry 301 or permission of instructor. Recommended: Chemistry 211-212; Biology 221, 222, 301, 303.
(3-3-4) MORROW

311, 312. Physical Chemistry

A study of the laws and theories of chemistry, thermodynamics, kinetics, quantum theory, molecular structure, etc., from a modern viewpoint. Emphasis on problem solving. Prerequisites: Chemistry 211-212; Physics 141, 142; Mathematics 181, 182. Recommended: Mathematics 310.

(3-3-4) each course WHISNANT

322. Inorganic Chemistry

A survey of inorganic chemistry with emphasis on the periodicity of the elements and development of the modern theories of the relationships of chemical behavior and structure. Prerequisite: Chemistry 311.

(3-3-4) WHISNANT

410. Chemical Instrumentation

Instruments and methods in absorption and emission spectrometry, gas chromatography, mass spectrometry, radioisotope and electrometric measurements. Prerequisites: Chemistry 211-212 and 311.

(2-6-4) CASTILLO

420. Structural Analysis of Organic Compounds

Integrated application of instrumental and classical techniques to research-oriented problems in structural organic chemistry. Application of IR, UV, NMR and mass spectroscopy to organic structure determinations. Some emphasis will be given to the structure and identification of polymers. Prerequisites: Chemistry 202, 211-212.

(2-6-4) CAVIN

451:452. Senior Research

Guided original research of a simple nature in the field of the student's interest. Introduction to basic research principles. Library and laboratory research leading to solution of the problem and a written report. Prerequisites: Permission of instructor and Department Chairman.

(0-6-4) STAFF

480+. Advanced Topics in Chemistry

Group or individual study of special topics in chemistry at an advanced level. Topics will vary with student interest, but will be selected from advanced areas of analytical, organic, inorganic, physical, or biochemistry, and will be announced one semester in advance. Prerequisites: Introductory course in area of study and permission of instructor.

(3-0-3) STAFF

Honors Courses, In-Course Honors, and Research

Chemistry majors are encouraged to participate in the honors programs and research opportunities that are available in the department. For further information see Chemistry 250+ and Chemistry 451:452 in the course descriptions above and the section on Honors Courses and In-Course Honors in this Catalogue, or consult the Department Chairman.

Computer Science

DANIEL W. OLDS, *Department Chairman*

DONALD A. CASTILLO, ANGELA B. SHIFLET, BENJAMIN F. VARN, JR.

The program in Computer Science is offered in recognition of the significance of computers in our culture and the importance that knowledge of computers will have in the success of our graduates. The program is designed to provide flexible opportunities for the interested student to augment his or her major program with strength in Computer Science. The courses listed below provide basic computer concepts and skills. Helpful related courses are offered in such departments as Mathematics, Physics, Economics, and Accounting. Opportunities for the construction of individual curricula exist in the Interim and the special topics courses. The faculty welcomes discussion of student plans.

An undergraduate interested in later work with computers is advised to avoid early over-specialization. A major in Mathematics, Physics, Economics, or Accounting, depending on the nature of one's interest, can lead to a career in which computers are well established. Opportunities for creative career development exist in most other disciplines as well.

100. An Introduction to Computers

This course is an introduction to the general field of data processing and to the capabilities of Wofford's time-sharing computer system and micro-computers. Topics covered are the influence of the computer, computer hardware and software, input/output devices, and auxiliary storage devices. "Hands-on" experience is gained by working with software on the time-sharing system and on the micros. Software for word processing, electronic spreadsheets, and database management will be given particular emphasis, as will the graphics capability of the computer.

(3-0-3) STAFF

210. Programming in BASIC

In this course students are to learn to write computer programs using the BASIC-PLUS language. Programming topics dealt with are program logic, flowcharting techniques, data entry and retrieval, arrays and tables, matrix manipulation, and the preparation and processing of files. Prerequisite: Computer Science 100.

(3-0-3) STAFF

220. Programming Mathematics and Science Applications in FORTRAN

In this course students are to learn to flowchart, write, and debug computer programs using the FORTRAN language and emphasizing mathematics and science applications. Prerequisite: Computer Science 100.

(3-0-3) STAFF

230. Programming Business Applications in COBOL

In this course students are to learn to plan, write, and debug computer programs using the COBOL language and emphasizing business applications. Prerequisite: Computer Science 100.

(3-0-3) STAFF

240. Programming Computer Science Applications in Pascal

In this course students are to learn to write computer programs using the Pascal language. Topics dealt with include string processing, list processing, searching and sorting recursion, and data types and structures. Students are introduced to problem solving and

algorithm development, with emphasis on good programming style and data-structuring techniques. Prerequisite: Computer Science 100.
(3-0-3) STAFF

260. Development of Information Systems

In this course students are to learn the methods and techniques of the analysis, design, and development of computer-based information systems. The course includes work with database management systems using systems software. Prerequisite: Computer Science 100.
(3-0-3) STAFF

280+. Selected Topics in Computer Science

The 280+ courses provide opportunity for group or individual study of selected topics in computer science at an intermediate or advanced level. Students must present proposals for their study projects before the date for pre-registration. Projects for one, two, or three credit hours may be proposed and repeated for cumulative credit up to six hours. A formal paper must be included in any three-hour project and for the first cumulative credit beyond three hours for a student with no such paper on file. Prerequisite: Normally, at least three credit hours in computer science, but this may be waived by unanimous consent of the Computer Science faculty; other prerequisites may be set by the instructor of any project.
(0-0-1 to 3) STAFF

Economics

MATTHEW A. STEPHENSON, *Department Chairman*

FRANK ELSTON, MATTHEW A. HENDERSON, RICHARD A. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the College's natural science requirements). Students may major in both Economics and Accounting, but they may not major in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting.

Any student who has twice failed a course listed as an Economics/Business Economics major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the add period of the subsequent semester that the faculty of the Department of Economics and Accounting review the appeal. The Department faculty's decision is final.

Major Prerequisites for either Major Program:

Mathematics 130, 140, 181; Computer Science 100.

Economics Major Requirements:

Economics 201, 202, 301, 302.

Fifteen additional semester hours of Economics.

Business Economics Major Requirements:

Economics 201, 202, 301, 302, Accounting 211, 212.

Two of the following courses: Economics 372, Finance 321, 331.

Two of the following courses: Economics 422, 432, 442, 451, or 480 (with permission of the Department Chairman).

201. Principles of Economics I

An introduction to microeconomics, the analysis of how a market economy allocates scarce resources to produce goods and services people want.
(3-0-3) STAFF

202. Principles of Economics II

An introduction to macroeconomics, a study of the theory of income and employment and of the policies that affect the level of income and employment. Prerequisite: Economics 201.
(3-0-3) STAFF

301. Microeconomic Theory

An intermediate-level course in the economic analysis of the allocation of scarce resources in a market economy. Prerequisites: Economics 201, Mathematics 130, 181.
(3-0-3) STEPHENSON

302. Macroeconomic Theory

An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisites: Economics 201, 202, Mathematics 181.
(3-0-3) ELSTON

311. Economic History of the United States

A historical treatment of the economic development of America from colonial times to the present.
(3-0-3) STEPHENSON

372. Business Law

A study of basic legal principles applying to the conduct of business operations.
(3-0-3) HENDERSON

401. International Economics

A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisite: Economics 301.
(3-0-3) ELSTON

412. Public Finance

A study of collective economic choice as to the level of public goods and an evaluation of alternative methods of financing public goods. Prerequisites: Economics 201, 202.
(3-0-3) WALLACE

422. Money and Banking

A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Prerequisites: Economics 201, 202.
(3-0-3) ELSTON

432. Managerial Economics

The application of microeconomic theory and quantitative methods to managerial decision-making. Prerequisites: Economics 301, Mathematics 140.
(3-0-3) WALLACE

442. Public Policy Toward Business

A study of government regulation of business and antitrust policy. Prerequisite: Economics 301.
(3-0-3) STEPHENSON

- 451. Labor Economics**
An applied microeconomic study of the market for labor services, with some emphasis on those features which make labor markets unique. Prerequisite: Economics 301.
(3-0-3) WALLACE
- 461. Comparative Economic Systems**
A study of the nature and characteristics of a free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. Prerequisites: Economics 201, 202.
(3-0-3) STEPHENSON
- 472. History of Economic Thought**
A study of the evolution of economic analysis, including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physiocrats, and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians. Prerequisite: Economics 301.
(3-0-3) WALLACE
- 480. Special Topics in Economics**
Topics may vary from year to year
(3-0-3) STAFF

Education

DAVID H. PRINCE, *Department Chairman*

CAROLINE B. JOHNSTON, DUANE A. STÖBER, DENO P. TRAKAS

There is no major in Education, but the department offers courses required for students who wish to prepare for certification as teachers in secondary schools. The teacher education program requires Education 200, 300, 310, 332, 333, and 410. For further information, consult the Department Chairman and the Catalogue section on teacher education.

- 200. Foundations of Education**
A study of the purposes, administrative organization, and operation of the total education program of the school. Observation experience in the public schools. To be taken in the sophomore year. Prerequisite to all other education courses.
(3-0-3) JOHNSTON
- 300. Adolescent Psychology**
A study of the problems facing young people approaching maturity. Normally not open to seniors.
(3-0-3) PRINCE
- 310. The Teaching of Reading**
Theories, methods, and materials for teaching reading on the secondary level. Special attention to diagnosis of reading disabilities and to remedial techniques and programs. Tutorial component for practical experience. Required of all teacher-education students. Offered in the fall semester of odd-numbered years.
(3-0-3) TRAKAS
- 322. Educational Measurement**
A study of evaluation techniques used in the public schools.
(3-0-3) PRINCE

- 332. Educational Psychology**
Psychological principles applied to classroom learning.
(3-0-3) PRINCE
- 333. Practicum in Secondary School Methods**
Observation and participation in the instructional program of a public school under the supervision of a classroom teacher and college faculty members. Seminars, assigned readings, and attention to methods used will supplement the school experiences. To be taken in the Interim of the junior year. Prerequisites: Education 200 and Education 300.
(4 semester hours) STAFF
- 344. Adolescent Literature**
Principles for selection of works of literature appropriate for study at various levels in secondary schools; methods of teaching such works, including use of various media; analytical discussion of specific works from major genres. Required of teacher-education students preparing to teach English.
(3-0-3) TRAKAS
- 410. Student Teaching**
Full-time observation, participation, and teaching in public schools for one semester under the supervision of public school personnel, the education faculty, and faculty from the student's teaching area. Weekly seminars. Usually taken in the spring semester of the senior year. Prerequisites: Education 200, Education 300, Education 332, and Education 333.
(12 semester hours) PRINCE
- 418. Methods of Teaching Driver Education**
Offered only in Summer Session and only for persons teaching or preparing to teach driver education in high schools.
(3-0-3) STAFF
- 419. Advanced Theories and Techniques in Driver Education**
Offered only in Summer Session and only for persons teaching or preparing to teach driver education in high schools. Prerequisites: Six semester hours in education and Education 418; or by permission of instructor. Students enrolled must have a valid state driver's license.
(3-0-3) STAFF
- 434. Current Problems in Education**
Selected educational problems will be identified and discussed, and solutions explored.
(3-0-3) STAFF

English Language and Literature

GEORGE B. MARTIN, *Department Chairman*

MELINDA BOBO, DENNIS M. DOOLEY, VIVIAN FISHER, EDMUND HENRY,
VINCENT E. MILLER, LINDA POWERS, DENO TRAKAS, CAROL B. WILSON

Major Prerequisites:

English 200, 201, and 202.

Major Requirements:

Eight advanced courses, including one from each of the following groups:

- I. 301, 303, 305, 311, 313, 314, 317, 337.
- II. 307, 308, 309, 332, 338, 341.
- III. 321, 322, 339.

Majors intending to do graduate work in English are advised to acquire a reading knowledge of French or German or both.

101. College Composition

A practical review of those elements of mechanics, grammar, and style that are most relevant to the writing of effective and attractive expository prose. The course will begin on the level of words and sentences, will move to paragraphs, to letters and reports, and then to short essays. Students will read and analyze the writing of contemporary prose stylists whose work can usefully serve as models. Does not apply toward fulfillment of general or major requirements. (3-0-3) STAFF

102. Seminar in Literature and Composition

An in-depth study of some topic in literature. Reading and discussion will lead to written work and independent investigation. Objectives will be to read critically, think analytically, and communicate effectively. Several short papers and one documented paper will be written. Prerequisite: Humanities 101 or English 101. (3-0-3) STAFF

200. Introduction to Literary Study

Designed to develop beyond the freshman level the student's ability to read literary classics with appreciation and understanding and with a sense of the traditions out of which they grew. There will be intensive exercise in the critical analysis of literary works from a variety of periods and genres. Required reading will include a classical work, a play of Shakespeare, and other works chosen by the instructor. (3-0-3) STAFF

201. English Literature to 1800

A study of works representative of the major writers and periods from the Middle Ages through the eighteenth century, with emphasis on critical understanding of these works and on the influences that produced them. (3-0-3) STAFF

202. English Literature Since 1800

A study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them. (3-0-3) STAFF

301. English Medieval Literature

Readings in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer. (3-0-3) HENRY

303. Seventeenth Century English Literature to the Time of the Restoration

A study of important works of drama, lyric, and criticism from the period. Chief among the authors studied will be Ben Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvell. (3-0-3) HENRY

305. English Literature of the Restoration and Eighteenth Century, 1660-1800

A study of important works from the literature of this period, selected from satire (poetry and prose), essay, lyric, biography, and the novel. The chief authors studied will be Dryden, Swift, Pope, Fielding, Gray, Johnson, and Boswell. (3-0-3) HENRY

307. The Romantic Period

A consideration of the new creative spirit which shows itself in the poetry of Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as in the minor writers of the age. (3-0-3) FISHER

308. The Victorian Period

A study of representative British literature of the Victorian era, with emphasis on the poetry of Tennyson, Browning, and Arnold. (3-0-3) FISHER

309. The Irish Revival

A study of the major writers of the period, with emphasis on the particular cultural and historical context in which the Irish Renaissance occurred. The chief figures to be studied include Synge, Yeats, Joyce, O'Casey, and Behan. (3-0-3) DOOLEY

311. Chaucer

A study of Chaucer's major poetry, with some attention to the medieval background and to Chaucerian criticism. (3-0-3) HENRY

313. Shakespeare (Early Plays)

A study of the principal plays of the first half of Shakespeare's career, including representative romantic comedies and histories. (3-0-3) MARTIN

314. Shakespeare (Later Plays)

A study of the principal plays of the latter half of Shakespeare's career, including the major tragedies and romances. (3-0-3) MARTIN

317. Milton

A study of most of Milton's poetry and selections from his prose. (3-0-3) MARTIN

321. American Literature to the Civil War

A survey of American literature, from its beginning to the Civil War. (3-0-3) DOOLEY

322. American Literature Since the Civil War

A survey of American literature since the Civil War. (3-0-3) DOOLEY

332. Contemporary Drama

A reading and analysis of modern dramas from Ibsen to the present. (3-0-3) MILLER

337. The Early English Novel

A study of representative British novels of the eighteenth century and Romantic period. (3-0-3) HENRY

338. The Later English Novel

A study of major novels of the Victorian and modern periods. (3-0-3) FISHER

339. The Modern Novel

A critical consideration of selected American, British, and European novels from Flaubert to the present. The student should gain some insight both into the development of the modern novel as a genre and into the part the modern novel has played in the development of the modern mind. Specific selections will vary from year to year but will include such writers as James, Lawrence, Joyce, Faulkner, Hemingway, and Beckett.
(3-0-3) MILLER

341. Contemporary Literature

A study of major writers of the twentieth century in America and England.
(3-0-3) MILLER

343, 344. Comparative Literature

A comparative study of selected works from the great literatures of the world. The course is intended to allow the student to gain some sense of the breadth, nature, and importance of cultural heritage, so far as this can be done through a study of a few literary works in translation. The 343 course is not prerequisite to 344.
(3-0-3) each course MILLER

345. Principles of Literary Criticism

A study of the principles by which one distinguishes the best from the inferior in literature. Some attention will be given to the opinions of major critics, but the main part of the course will be practical and inductive, and concerned with the discussion of selected works.
(3-0-3) MILLER

347. Development of Modern English

A study of the history of the English language, including the place of English in the Indo-European family of languages, the growth of English as a living language from the Old English period to the present, and the development of modern American English.
(3-0-3) MARTIN

348. Modern English Grammar

An introduction to current trends in the study of the English language, with emphasis on generative-transformational grammar. Some attention will be given to the teaching of linguistically oriented materials in secondary schools.
(3-0-3) TRAKAS

349-350. Workshop in the Writing of Fiction and Poetry

A year-long course in creative writing. The primary focus will be on the writing of short stories and poems. Other forms (drama, essay, and novel) will be secondary. A student may work predominantly in a single genre if he or she chooses. Manuscripts will be read and discussed in class, and there will be individual conferences with the instructor. Does not count toward a major in English.
(2-0-2) each semester TRAKAS

351. Introduction to Journalism

A study of newspaper reporting skills, with emphasis on the gathering and writing of news. Does not count toward a major in English.
(3-0-3) POWERS

353. Public Speaking

An introduction. Students will be expected to prepare, deliver, and criticize various types of speeches. Does not count toward a major in English.
(3-0-3) POWERS

354. Technical Writing

A practical course in writing and analyzing reports, instructions, letters, memoranda, and other material typical of business, industry, and the professions. Does not count toward a major in English.
(3-0-3) FISHER

481. Special Topics in Literature

A seminar intended mainly for advanced English majors. Topics may vary from year to year.
(3-0-3) STAFF

Finance

JAMES E. PROCTOR, *Coordinator*

The major in Finance provides a background for graduate study or for a wide range of careers. It integrates a thorough knowledge of the finance function with an emphasis on quantitative analyses, many of which are performed on the computer.

Students majoring in Finance have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the College's natural science requirements). Finance majors may not major also in Economics, Business Economics, or Accounting.

Any student who has twice failed a course listed as a Finance major prerequisite may request an exemption from that prerequisite. The request must be made to the Coordinator of the Finance major before the end of the add period of the subsequent semester. The faculty of the Department of Economics and Accounting will rule on the request. Its decision will be final.

Major Prerequisites:

Accounting 211, 212; Computer Science 100; Economics 201, 202; Mathematics 130, 140, 181.

Major Requirements:

Economics 422; Finance 321-322, 411, 440, 450; and one course from Accounting 471, Economics 372, or Finance 331.

321-322. Business Finance I and II

A study of the fundamental concepts in financial management, including present value, stock and bond valuation, financial analysis and forecasting, capital budgeting, and long-term financing alternatives. In both semesters personal computers are used to assist in problem solving; in the second semester an electronic spreadsheet is used for extended analyses.
(3-0-3) each semester PROCTOR

331. Management

A study of management, including such major topics as performance, worker productivity, social responsibilities, managerial skills, organizational theory, and strategy. Both historical and contemporary examples are used to illustrate important concepts. The course contains a significant writing component that is used to analyze current issues in management.
(3-0-3) PROCTOR

411. Investments

A study of investment alternatives such as stocks, bonds, options, and futures, and of the markets which provide for trading in these instruments. Modern portfolio theory will be studied and applied using groups of investment possibilities. INVESTPAK, a set of computer programs, can be used to analyze many investment alternatives. Students will construct several portfolios and track their performance throughout the semester. Prerequisite: Finance 321.

(3-0-3) PROCTOR

440. International Finance

A course covering the essentials of international finance, including international portfolio analysis, capital markets, investment instruments, and contemporary geopolitical events affecting foreign investments. Prerequisite: Finance 321.

(3-0-3) PROCTOR

450. Capital Budgeting

A study of methods used to discriminate among investments in long-term assets, assuming that limited resources are available. Applications relying on present value, statistics, and probability theory will be made for long-lived assets, leases, and securities portfolios. Analyses will be augmented by using an electronic spreadsheet. Prerequisite: Finance 321.

(3-0-3) PROCTOR

480+. Special Topics in Finance

These vary from offering to offering and may be used as partial fulfillment of the requirements of the finance major.

(3-0-3) PROCTOR

Fine Arts

JAMES R. GROSS, *Department Chairman*

CONSTANCE D. ANTONSEN, VICTOR BILANCHONE, LINDA POWERS,

PETER L. SCHMUNK, ELAINE WAGNER

Art

The major in Art History is offered in conjunction with Converse College. Certain courses are offered at Wofford and certain courses at Converse. Students from either college may take the major. Those who successfully complete it and meet all other requirements will qualify for the B.A. degree.

Major Requirements:

Art 201, 202 (or 101-102 at Converse), Philosophy 310, Art 250, and five other art history courses.

201, 202. The History of Art

A survey of Western Art, beginning with the prehistoric cave paintings through Gothic Art. Renaissance Art up to present trends will be dealt with in the second course.

(3-0-3) each course SCHMUNK

250. Studio Art

Introduction to the basics of drawing, watercoloring, and oil painting.

(0-8-3) WAGNER

302. Italian Renaissance Art

A study of the major art of the Italian Renaissance, intended to give background and develop appreciation for this significant era.

(3-0-3) ANTONSEN

303. Baroque and Rococo Art

A study of three major arts in Western Europe during the 17th and 18th centuries, showing both the Baroque and Rococo styles and the origins of those styles.

(3-0-3) SCHMUNK

401. Oriental Art

A survey of the art of the Orient, including major periods and examples in China, India, and Japan, studied against their cultural and historical background.

(3-0-3) ANTONSEN

403. A History of American Architecture

A study of American architecture from the seventeenth century to the post-modern period.

(3-0-3) ANTONSEN

404. Seminar in Medieval Art

The art of Europe from 150 to 1400 A.D. The course encompasses early Christian sculpture, painting, and manuscript illumination, the art of the Invasions, the Carolingian Renaissance, and the Romanesque and Gothic eras. It is intended to take the student from Roman to Renaissance art. Prerequisites: Art 201, 202, 302.

(2-0-2) SCHMUNK

480. Selected Topics in Art History

Topics to be announced each semester.

(3-0-3) STAFF

The following courses in art history are offered at Converse College.

301. Ancient and Classical Art

A study of the architecture, painting, sculpture, and minor arts of the civilizations of Egypt, the Near East, Greece, and Rome.

(3-0-3) STAFF

302. Renaissance Art

A study of the arts of Western Europe during the 15th and 16th centuries, emphasizing the similarities and differences of art forms in Italy, France, Germany, and the Lowlands.

(3-0-3) STAFF

303. Baroque and Rococo Art

A study of the arts of Western Europe during the 17th and early 18th centuries, emphasizing the similarities and differences of art forms in Italy, Spain, the Lowlands, France, England, and Germany.

(3-0-3) STAFF

304. Nineteenth Century Art

A study of the major developments of 19th century European architecture, painting, and sculpture.

(3-0-3) STAFF

305. Twentieth Century Art

A study of the major developments in the visual arts from the 20th century to the present.

(3-0-3) STAFF

402. American Art

A study of American art from the colonial period to the present.
(3-0-3) STAFF

Music***100. Men's Glee Club**

The study and performance of selected choral literature for men's voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, Christmas concert, spring concert, and a spring tour. Prerequisite: Permission of Director.
(2-1-1) BILANCHONE

***101. Concert Choir**

The study and performance of selected choral literature for mixed voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, Christmas concert, spring concert, and a spring tour. Prerequisite: Permission of Director.
(2-1-1) BILANCHONE

***200. The Band**

The study and performance of selected band literature with emphasis on stage and band training. Additional activities include performance in pep band for sports events. Prerequisite: Permission of Director.
(2-1-1) STAFF

201. The Understanding of Music

An introduction to the art of perceptive listening. A general survey of music from the Renaissance to the present time.
(3-0-3) BILANCHONE

202. The Elements of Music

The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.
(3-0-3) BILANCHONE

***250. Music Laboratory**

Applied music in the form of vocal/instrumental instruction for students enrolled in the music ensembles. Prerequisite: Permission of instructor.
(1-0-1) STAFF

Theatre**250. Introduction to the Theatre**

Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production—lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) required.
(3-1-3) GROSS

251. Acting and Directing

A continuation of Theatre 250 with emphasis on acting (vocal, body movement, improvisation) and directing. All students enrolled will participate actively in laboratory productions as actors and directors. Prerequisite: Theatre 250 or permission of instructor.
(2-4-3) GROSS

*A maximum of eight (8) credit hours can be earned in one or a combination of the applied music courses.

350. History of the Theatre

A study of major periods of theatrical history, emphasizing the drama and the various forms of its production as mirrors of the societies out of which they grew. From the classical period through the neo-classical period.
(3-0-3) GROSS

351. History of the Theatre

A continuation of Theatre 350, covering the theatre from the romantic period to the present.
(3-0-3) GROSS

450. Theatre Practicum

A special course of individual study and instruction wherein an advanced student of theatre may pursue a special interest such as set design, lighting, theatrical management, acting, or playwriting, under the direction of the instructor. Active participation in laboratory and major productions required. A maximum of 6 credit hours may be earned in Theatre 450.
(0-3-1) GROSS

451. Media Production Techniques

A practical course in producing videotape, slides, sound presentations, and overhead transparencies to be used as communications and/or educational tools. Students will define objectives, write scripts, make storyboards, plan shooting, and shoot, edit, and assemble finished productions.
(2-3-3) POWERS

480. Special Topics in Theatre and Related Areas

A seminar for advanced students. Subject matter will vary from year to year. Prerequisite: Permission of instructor.
(2-3-3) STAFF

Foreign Languages

SUSAN C. GRISWOLD, *Department Chairman*

CARMEN CHAVEZ, CAROLINE A. CUNNINGHAM, DONALD FRIEDMAN,

WILLIAM W. MOUNT, JR., PEGGY W. NICKSON, ERIKA SCAVILLO,

ANNEMARIE J. WISEMAN, DENNIS M. WISEMAN, *Coordinator of French*

Major Prerequisites:

Completion of courses 101, 102 (or the equivalent) of the language selected for concentration.

Major Requirements:

Twenty-four semester hours of course work in the department, including a concentration in one language. A semester of foreign study is very strongly recommended. Courses taken at the 100 level may not be counted toward a major in foreign languages.

A Concentration in French: Eighteen semester hours of advanced language study (courses numbered 300 or higher), including French 303, 304, and two French 400-level courses (including at least one in literature).

A Concentration in German: Eighteen semester hours of advanced language study (courses numbered 300 or higher), including German 301,

302, 307, and two German 400-level courses (including at least one in literature.) Normally, it is not possible for a student to complete a concentration in German without at least one semester of foreign study in Germany or Austria.

A Concentration in Spanish: Eighteen semester hours of advanced language study (courses numbered 300 or higher), including Spanish 303, 305 or 307, and two Spanish 400-level courses (including at least one in literature).

Departmental Courses

300. Language and Culture via Satellite

Students may use satellite television as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: 3 viewing hours per week (1 credit hour), 6 viewing hours per week (2 credit hours), 9 viewing hours per week (3 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The course may be repeated up to a maximum of 4 credit hours. Prerequisite: Spanish or French 201 or permission of instructor.

(1-3 to 9-1 to 3) STAFF

380+. Foreign Language Drama Workshop

Participation in foreign language drama productions. Prerequisite: Permission of instructor. (3 semester hours) STAFF

480+. Special Topics in a Foreign Language

Special topics courses in French, German, Greek, Spanish or other foreign languages as available, arranged for the individual student by special permission of the Department Chairman and the instructor responsible for directing the work.

(0-0-1 to 4) STAFF

French

101, 102. Beginning Active French

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of French in the classroom.

(3-1-3) each course STAFF

201, 202. Intermediate Active French

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: French 102 or the equivalent.

(3-1-3) each course STAFF

303. Advanced French

To refine reading, writing, and speaking skills in the French language. Attention will be paid to levels of discourse and written expression. Every effort will be made to present French as it is currently used while also respecting the classical traditions of the Académie Française. Improvement in the ease and richness of expression by each student is a major goal of the course. Conducted in French. Prerequisite: French 202 or the equivalent.

(3-1-3) STAFF

304. The French World

A discovery of France and its social and cultural institutions through a study of contemporary issues and of differences and similarities between American and French attitudes, policies,

and tastes. Conducted in French. Prerequisite: French 202 or permission of instructor.

(3-3-4) CUNNINGHAM, D. WISEMAN

421. French Film Seminar

A study of French film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrastive analysis of literary and cinematic fictions; the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as *auteur*. Conducted in French. Prerequisite: French 303 or permission of instructor.

(3-3-4) D. WISEMAN

461. The French Theater

A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in French. Prerequisite: French 303 or permission of instructor.

(3-0-3) CUNNINGHAM, D. WISEMAN

462. French Poetry

Study of a variety of texts from representative poetic movements from the Seventeenth Century through the Twentieth Century. Emphasis will be placed on poetry as a social and historical document and close attention will also be paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 303 or permission of instructor.

(3-0-3) CUNNINGHAM, D. WISEMAN

463. The French Novel

Readings from selected texts that represent the evolution of the French novel. Attention will be paid to technique and style, with emphasis also on the historical and social importance of each novel. The student will also become familiar with a substantial corpus of critical literature. Conducted in French. Prerequisite: French 303 or permission of instructor.

(3-0-3) CUNNINGHAM, D. WISEMAN

464. Literature of French Expression: Africa, Europe, the Americas

To present the literatures of French-speaking countries of the world beyond the metropole, this course will treat the francophone literature of Europe (Belgium, Switzerland), of Africa (Morocco, Algeria, Chad, Senegal, and the Ivory Coast), and of the Americas (Haiti, Quebec). The course will focus on the nature of non-French francophone writers and their concerns as expressed in a foreign idiom. Conducted in French. Prerequisite: French 303 or the equivalent.

(3-0-3) CUNNINGHAM, D. WISEMAN

465. French Non-Fiction

A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in French. The course will focus on important themes and perspectives of influential French authors—contemporary and historical—as well as on the basic elements and strategies of their prose styles. Conducted in French. Prerequisite: French 303 or the equivalent.

(3-0-3) CUNNINGHAM, D. WISEMAN

466. The Art and Craft of Translation

To enrich and deepen the student's understanding of different methods of written expression in French, the course will focus on expansion of the student's active and passive vocabulary and on the student's appreciation of the linguistic nuances that distinguish French language from English language. Conducted in French and English. Prerequisite: French 303 or the equivalent.

(3-0-3) CUNNINGHAM, D. WISEMAN

German

101, 102. Beginning Active German

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of German in the classroom.
(3-1-3) each course STAFF

201, 202. Intermediate Active German

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: German 102 or the equivalent.
(3-1-3) each course STAFF

301, 302. Conversation and Composition

Intended to drill the student in the application of grammar and the idiomatic usage of German. Conducted in German. Prerequisite: German 202 or the equivalent.
(3-1-3) each course STAFF

303, 304. A Survey of German Literature

A study of German literature from the Middle Ages to the present. The first semester treats German literature from the Middle Ages to Romanticism. The second semester is devoted to the 19th century and the contemporary period. Prerequisite: German 202 or the equivalent.
(3-0-3) each course SCAVILLO

305, 306. German Literature of the Nineteenth Century

The first semester is spent principally studying the works of Goethe, and the second those of Lessing and Schiller. Conducted in German. Prerequisite: German 302 or 304 or the equivalent.
(3-0-3) each course FRIEDMAN

307. German Civilization

A study of significant aspects of the culture of the German-speaking peoples from their origins to the present. Conducted in German. Prerequisite: German 202 or permission of instructor.
(3-0-3) FRIEDMAN, NICKSON, SCAVILLO

321, 322. Scientific German Readings

Reading of scientific texts of standard difficulty intended for science majors who plan to enter graduate school. Prerequisite: German 202 or permission of instructor.
(3-0-3) each course FRIEDMAN

Greek

105. Intensive Elementary Greek

An introduction to classical Greek grammar with exercises and selected readings.
(4-0-4) MOUNT

201-202. Intermediate Greek

Review of grammar and extensive reading from classical and Hellenistic writings, including the New Testament, for the purpose of developing reading facility.
(3-0-3) each semester MOUNT

353, 354. Readings in Greek Literature

Reading and detailed study of selected works in Greek. Readings to be determined by consultation.
(3-0-3) each course MOUNT

Spanish

101, 102. Beginning Active Spanish

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of Spanish in the classroom.
(3-1-3) each course STAFF

201, 202. Intermediate Active Spanish

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: Spanish 102 or the equivalent.
(3-1-3) each course STAFF

303. Advanced Spanish

Intensive practice in the passive skills (reading, listening) and in the active skills (writing, speaking) to reach an advanced level of proficiency in Spanish. Practice with an extensive range of authentic listening and reading materials will allow students to work toward a superior level of recognition control. In the active skills, writing and speaking, manipulative and creative practice in real communication will help students to develop an advanced level of productive control. The course will also stress vocabulary acquisition and accuracy in the application of grammatical principles. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.
(3-1-3) STAFF

305. The Hispanic World: Spanish America

An introduction to the culture of Spanish America. A study of Spanish-American historical development and major aspects and issues of its social, artistic, intellectual, and political life today. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3-3-4) CHAVEZ

307. The Hispanic World: Spain

An introduction to the culture of Spain, with emphasis on physical and human geography, historical development, and contemporary Spanish society. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3-3-4) GRISWOLD

308. Modern Writers of the Hispanic World

An advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulate writing. Readings will include poetry, novellas, and short stories by major Spanish and Spanish-American authors; short critical essays will provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD

411. Cervantes' *Don Quixote de la Mancha*

A careful reading of *Don Quixote* to enjoy and appreciate this major work of art and to gain insight into the novel's central influence on the development of modern narrative forms. Readings in English (for elective credit) or in Spanish (for Spanish major credit). Class discussion in English or Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) GRISWOLD

412. Hispanic Narrative Fiction

A careful reading of representative short stories and novels by major authors of the Hispanic world. The course will also focus on the fundamental elements and techniques of narrative fiction and critical reading strategies. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD

413. Hispanic Poetry

A careful study of representative poetry by major authors of the Hispanic world. The course will also focus on the fundamental genres, forms, elements, and techniques of poetry in Spanish and critical reading strategies. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD

414. Hispanic Non-Fiction

A careful reading of major essays, journalistic articles and reviews, biographies, and other non-fictional texts by Spanish and Spanish-American writers. The course will focus on important themes and perspectives of influential Hispanic authors—particularly their commentaries on U. S. attitudes, culture, and foreign policy—as well as on the basic elements and strategies of their prose styles. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD

421. Spanish and Spanish-American Film Seminar

A study of Hispanic film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as *auteur*. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3-3-4) GRISWOLD

440. El arte de la traducción/The Craft of Translation

A practical approach to the problems and techniques of Spanish/English and English/Spanish translation. A variety of texts in both languages will be used as an introduction to the translator's art and craft. These texts will be chosen specifically to emphasize important issues of advanced Spanish grammar and stylistics as well as points of contrast between the two languages which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiosyncratic jargons of business, journalism, law, and politics will be sampled. Conducted in Spanish and English. Prerequisite: Spanish 303 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD, A. WISEMAN

441. Practical and Creative Writing in Spanish

A practical approach to writing in Spanish. The course will sample a wide variety of writing projects, such as personal letters and diaries, business letters and memos, newspaper and magazine articles, commercial advertisements, recipes, instructions, letters of recommendation, and the traditional genres of autobiography, short story, essay, and poetry. Along the way, we will concentrate on clarity of expression, lexical precision, structural accuracy, and work toward the development of graceful, persuasive, and appropriate styles. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent.
(3-0-3) CHAVEZ, GRISWOLD, A. WISEMAN

442. Oral Proficiency: Conversing and Interpreting in Spanish

A practical approach to speaking Spanish. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course will examine the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course will also consider techniques of oral assessment and the nature of professional interpreting as a career. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent.
(3-1-3) CHAVEZ, GRISWOLD, A. WISEMAN

Geology

TERRY A. FERGUSON, *Acting Department Chairman*

A major in Geology is not available at Wofford, but the courses offered in the Department of Geology are designed to help students appreciate the scientific method and understand the Earth by exposing them to the minerals, rocks, structures, landforms, and processes of representative portions of this region and this continent. Much of the laboratory work is conducted in the field. Extended field trips necessitating expenditures by students are required.

The department also participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 142 for course description.

111. Introduction to Geology

A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.
(3-4-4) FERGUSON

112. Introduction to Geology

A study of the history of the Earth from its creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3-4-4) FERGUSON

400. Geography—Regional Studies

An interdisciplinary elective in which the advanced student blends the knowledge and interest gained in his or her major field with the methodology of earth science. The course is designed as a bridge between the two cultures of the scientist and the humanist. Prerequisite: Permission of instructor.
(3-4-4) FERGUSON

Government

LINTON R. DUNSON, JR., *Department Chairman*

JOHN L. SEITZ, DAVID H. TYNER

Major Requirements:

Government 201 and 202, in sequence, must be taken before other courses. Eighteen semester hours are required beyond Government 201 and 202. Within the eighteen hours the following distribution requirement must be met:

Six semester hours in Division A (American Government) beyond Government 202.

Six semester hours in Division B (International Relations and Comparative Government).

Three semester hours in Division C (Political Theory).

201. Introduction to Political Science

An introduction to the study of politics surveying all the major subdivisions of the discipline.
(3-0-3) SEITZ, TYNER

450. Independent Study

Intensive guided study and research on selected topics in any field of political science. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to senior majors of high academic standing. Prerequisite: Permission of instructor.
(3-0-3) DUNSON

Division A: American Government

- 202. Introduction to American Government**
An introduction to American national government emphasizing constitutional principles and the historical development of institutions and processes.
(3-0-3) DUNSON, TYNER
- 330. American State and Local Government**
A study of the structure, functions, and powers of state and local governments including a survey of intergovernmental relations.
(3-0-3) DUNSON
- 411. Constitutional Law of the United States**
A study of major decisions of the Supreme Court of the United States.
(3-0-3) DUNSON
- 420. American Foreign Policy**
A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.
(3-0-3) SEITZ
- 480+. Special Topics in American Government**
Selected topics in the functions, policies, organization, and theory of American government. Subject matter will vary. Prerequisite: Permission of instructor.
(3-0-3) STAFF

Division B: International Relations and Comparative Government

- 340. International Relations**
A study of the relations among peoples, groups, and states in the world community and the forces, pressures, and conditions which influence the foreign policies of states.
(3-0-3) SEITZ
- 345. International Conflict**
A study of war and the use of force in international affairs with emphasis on the causes of international conflict.
(3-0-3) SEITZ
- 360. Governments of Europe**
An examination of the governmental institutions and political processes of selected European states in historical perspective.
(3-0-3) DUNSON
- 430. The Politics of Development**
A study of the political issues and choices involved in the economic development of both developed and developing nations. The focus is on issues related to population, energy, food, the environment, and the use of technology.
(3-0-3) SEITZ
- 490+. Special Topics in International Relations and Comparative Government**
Selected topics in international politics and comparative politics. Subject matter will vary. Prerequisite: Permission of instructor.
(3-0-3) STAFF

Division C: Political Theory

- 391. Classical Political Thought**
A survey of ancient and medieval political thought. Students will read and discuss important works by the major writers.
(3-0-3) TYNER

- 392. Modern Political Thought**
A survey of political thought from the sixteenth century (Machiavelli) to the present. Students will read and discuss important works by the major writers.
(3-0-3) TYNER
- 435. Contemporary Political Ideologies**
Students will read material from three schools of thought (liberalism, conservatism, and socialism) that have shaped the modern world.
(3-0-3) TYNER
- 440. American Political Thought**
An examination of the origin and development of major American political ideas as revealed in political essays, letters, and novels.
(3-0-3) TYNER

History

ROSS H. BAYARD, *Department Chairman*
JOSEPH H. KILLIAN, JOAB M. LESENE, JR., PHILIP N. RACINE,
BROOKS D. SIMPSON, THOMAS V. THOROUGHMAN

Major Prerequisites:

History 101, 102, 265.

Major Requirements:

A major consists of twenty-four semester hours. In addition, all majors must complete a special senior reading program. Within the department, there is a distribution requirement for majors that they include (a) at least nine semester hours in American history; (b) at least three semester hours in early European history (330, 340, 350); (c) at least three semester hours in modern European history (360, 370, 380, 381, 382); and (d) at least three semester hours in non-Western history (390, 391, 392, 393).

- 101. History of Modern Western Civilization to 1815**
Basic survey of Western Europe, the Renaissance to Congress of Vienna.
(3-0-3) STAFF
- 102. History of Modern Western Civilization Since 1815**
A continuation of History 101, bringing the survey to the present.
(3-0-3) STAFF
- 201. History of the United States, 1763-1850**
Political, social, and economic.
(3-0-3) KILLIAN, RACINE, SIMPSON
- 202. History of the United States, 1850-1914**
Continuation of History 201.
(3-0-3) KILLIAN, RACINE, SIMPSON
- 265. Research Methods**
Suggestions about writing, introduction to library and research tools, instructions in mechanics. Tests on tools and procedures. To be taken as early as possible by all students planning to major in history. Offered first semester.
(1-0-1) STAFF
- 301. England to 1688**
England's emergence as a nation; its people, government, constitution, and religion, through the religious problems and constitutional settlement of the seventeenth century.
(3-0-3) THOROUGHMAN

- 302. England Since 1688**
The history of modern Britain since the Glorious Revolution.
(3-0-3) THOROUGHMAN
- 305. History of South Carolina**
A survey of the state's history during colonial and early national periods.
(3-0-3) STAFF
- 306. History of South Carolina**
Continuation of History 305 from about 1800 to present.
(3-0-3) STAFF
- 307. History of the Old South**
A cultural, economic, and social history of the South before the Civil War.
(3-0-3) RACINE
- 308. History of the New South**
The South since the Civil War; a continuation of History 307.
(3-0-3) RACINE
- 309. American Colonial Society to 1763**
A study of American colonials as members of the British Empire, as settlers of the new frontier, and as innovators in institutions and ideas.
(3-0-3) RACINE
- 311. American Society, 1763-1860**
A study of the everyday life of most, and of the ideas of a few, Americans.
(3-0-3) SIMPSON
- 312. American Social and Intellectual History Since 1865**
The history of ideas in the United States, emphasizing the relationship between ideas and society. Topics: religion, education, literature, science and technology, immigration, philosophy, theology, and social reform.
(3-0-3) KILLIAN
- 313. Constitutional History of the United States**
Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions.
(3-0-3) KILLIAN
- 316. History of the Negro in America**
A study of the black experience in America from the seventeenth century to the present.
(3-0-3) KILLIAN
- 320. American Diplomatic History**
A survey of military and diplomatic history with an emphasis on the twentieth century.
(3-0-3) SIMPSON
- 324. Twentieth Century America**
History of the United States since 1914.
(3-0-3) KILLIAN
- 330. The Ancient World**
A study of the emergence and development of the early river valley civilizations, the Greek city-states, the Hellenistic Age, and the Roman world.
(3-0-3) BAYARD
- 340. History of the Middle Ages**
A survey of medieval civilization, with emphasis on cultural and institutional developments.
(3-0-3) THOROUGHMAN
- 350. Renaissance and Reformation**
A study of Western Europe from about 1300 to about 1600.
(3-0-3) THOROUGHMAN

- 360. Europe in the 17th and 18th Centuries**
A consideration of the social, economic, political, and intellectual development of Europe from 1600 to 1789. Special emphasis on the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.
(3-0-3) THOROUGHMAN
- 370. Europe, 1789-1870**
A survey of the growth of nationalism and democracy in modern Europe, with consideration also being given to social conditions and intellectual climate.
(3-0-3) BAYARD
- 380. Europe, 1870-1918**
A survey of Europe, with attention to social conditions, the new states, the rise of imperialism, world politics, and the struggle for power.
(3-0-3) BAYARD
- 381. Europe and the World, 1918-1935**
This course and its sequel, History 382, are designed to furnish historical background for better understanding of complex contemporary world problems.
(3-0-3) BAYARD
- 382. The World Since 1935: New Age of Conflict**
A continuation of History 381.
(3-0-3) BAYARD
- 390. Tropical Africa Since 1870**
A survey of Africa from the late nineteenth century to the present, including the geography of the region, the impact of European imperialism, the growth of nationalism, the establishment of nation states, and the problems faced by those new states in the contemporary era.
(3-0-3) BAYARD
- 391. The Middle East and South Asia**
A survey of the history of the Middle East and South Asia, with emphasis on Islamic and Hindu traditions and cultures, the emergence of nationalism, and the achievement of independence and statehood.
(3-0-3) THOROUGHMAN
- 392. Modern East Asia**
A survey of the history of East Asia since the beginning of the nineteenth century.
(3-0-3) THOROUGHMAN
- 393. Seminar in Latin American History and Culture**
An introduction to Latin America involving reading and study of both colonial and modern developments in the region.
(3-0-3) SIMPSON
- 394. Russia Since Peter the Great**
A survey of the growth of modern Russia, both geographically and politically. Beginning with the westernization of Russia under Peter the Great, the survey reviews domestic and foreign policies in the eighteenth and nineteenth centuries. The focus of the twentieth century is upon the Communist Revolution and its impact upon the nation, its policies, and its international relations.
(3-0-3) BAYARD
- 450. Independent Study in United States History**
Opportunity is offered to the student to develop projects of special interest. After approval of topic by the instructor, the student is expected to engage in general bibliographical study, to report on reading, and to produce papers as directed by the instructor. Periodic conferences with the instructor. Prerequisites: Junior or senior standing, approval of the department faculty, and permission of instructor. Such programs are to be approved at least six weeks prior to registration day.
(1-0-3) STAFF

460. Independent Study in European History

Same as History 450, except in European field.
(1-0-3) STAFF

481+. Special Topics in United States History

Selected problems, periods, or trends for intensive study and extensive reading. Subject matter will vary and each topic will be assigned a specific number when announced. Prerequisite: Permission of instructor.
(3-0-3) STAFF

491+. Special Topics in European History

Same as History 481, except in European field.
(3-0-3) STAFF

Humanities

JAMES R. GROSS, JAMES A. KELLER, *Coordinators*

The humanities major, a flexible interdepartmental program drawing its content from the broad area of humanities disciplines, is normally configured as shown below under the Major Prerequisites and Major Requirements headings, with the specific five departmental courses to be taken agreed upon in advance by the student and the Coordinators of the major.

But because of an ongoing study which will result ultimately in a new design for the major, as presently defined it is available only to those students who undertook it prior to September 1986. When the major again becomes generally available, all concerned will be so apprised.

Major Prerequisites:

Humanities 201, 202.

Major Requirements:

Humanities 301, 401; and five additional 300-level or 400-level courses in humanities departments.

101. Freshman Seminar in Humanities and Composition

A course designed to engage the student, during his or her first semester, in a small-group seminar in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills, and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Normally required of all freshman students.
(3-0-3) STAFF

201, 202. Values and Issues in the Humanities

Interdisciplinary courses, primarily for sophomores, designed to bring the value perspectives of major philosophical, religious, literary, and aesthetic traditions to bear on issues of moment in the life of contemporary man. Students who successfully complete the full year's work (12 semester hours) may choose to distribute the credit so as to apply it to general education requirements in English literature, fine arts, philosophy, and religion (at the rate of one course to each area). Not offered in 1987-88.
(6-0-6) each course STAFF

301. Values and Issues Seminar

This seminar will endeavor to show that the humanities are related to concrete issues in the human community. The seminar will take a one-semester look at that community which is

Spartanburg County, and through a multi-disciplinary approach involving classroom discussion and directed field-work, the seminar should reformulate the issues and move creatively toward possible solutions.

(2-3-3) STAFF

401. Senior Humanities Seminar

Either a special topics seminar or a temporary cross-listing with a specific existing advanced course in a humanities department.
(3-0-3) STAFF

Intercultural Studies

THOMAS V. THOROUGHMAN, *Coordinator*

The intercultural studies major offers students an opportunity to develop an interdepartmental major in the general area of international/intercultural studies. It is intended primarily for students whose interests lie in the study of countries and cultures outside Europe and North America and whose undergraduate academic goals cannot be conveniently achieved through a major in one of the traditional academic departments. A student desiring to major in intercultural studies must work out a curriculum with the Coordinator before the beginning of the junior year.

The major requires the completion of 33 semester hours in advanced courses approved by the Coordinator from the offerings of the departments of Economics, Fine Arts, Foreign Languages, Government, History, Religion, and Sociology.

Mathematics

RICHARD L. ROBINSON, *Department Chairman*

CLARENCE L. ABERCROMBIE, CURTIS P. BELL, LEE O. HAGGLUND,
JOHN M. PAULLING, ANGELA B. SHIFLET

Major Prerequisites:

Mathematics 181, 182 or equivalent.

Major Requirements:

One of Computer Science 210, 220, 240; Mathematics 220, 240; one of Mathematics 260, 280, 330; either Mathematics 310 or 421; either Mathematics 431-432 or 441-442; and at least two additional courses numbered above 200.

Prospective graduate students in mathematics should acquire a reading knowledge of French or German.

100. Algebra-Trigonometry

A review of basic algebra and trigonometry needed for subsequent courses in mathematics or other quantitative disciplines. Not available to students who have earned a grade of C or higher in a calculus course or whose mathematics placement test indicates adequate knowledge of this material.
(3-0-3) STAFF

130. Finite Mathematics

A study of matrices, linear programming, finite probability theory, and applications of these topics to problems in the social, life, and management sciences.
(3-0-3) STAFF

140. Statistics

An introduction to statistical thinking and the analysis of data using such methods as graphical descriptions, correlation and regression, estimation, hypothesis testing, and statistical models.

(3-0-3) STAFF

181. Calculus 1

A study of the theory and applications of the derivative of algebraic, exponential, and logarithmic functions, and an introduction to the theory and applications of the integral. Suitable for students of both the natural and social sciences. Prerequisite: Satisfactory placement test score or Mathematics 100.

(3-0-3) STAFF

182. Calculus 2

A study of the theory, techniques, and applications of integration, the development and applications of trigonometric and inverse trigonometric functions, and an introduction to the theory of infinite sequences and series. Prerequisite: Mathematics 181 or equivalent.

(3-0-3) STAFF

220. Linear Algebra

The theory of finite dimensional vector spaces, linear transformations, and matrices with applications to such problems as linear programming, Markov chains, differential equations, game theory, and population growth. Prerequisite: Mathematics 181.

(3-0-3) BELL

240. Differential Equations

The theory and applications of first and second order differential equations and systems of equations. Analytical methods and an introduction to numerical techniques. Prerequisite: Mathematics 182.

(3-0-3) PAULLING

260. Operations Research

A study of some of the applications of mathematics to problems of industry. Topics include linear programming and applications, goal programming, dynamic programming, game theory, and computer implementation of algorithms for solving such problems. Prerequisite: Computer Science 100.

(3-0-3) BELL

280. Discrete Mathematical Models

An introduction to some of the important models, techniques, and modes of reasoning of non-calculus mathematics. Emphasis on graph theory and combinatorics. Applications to computing, statistics, operations research, and the physical and behavioral sciences. Prerequisite: Mathematics 182 or permission of instructor.

(3-0-3) PAULLING, SHIFLET

310. Multivariable Calculus

A study of the geometry of three-dimensional space and the calculus of functions of several variables. Prerequisite: Mathematics 182.

(3-0-3) PAULLING

330. Numerical Methods

A study of the theory and computer implementation of numerical methods. Topics include error analysis, zeros of polynomials, numerical differentiation and integration, and systems of linear equations. Prerequisites: Mathematics 182 and computer programming ability.

(3-0-3) HAGGLUND

380. Geometry

A study of the foundations of Euclidean geometry with emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its intellectual implications.

(3-0-3) HAGGLUND

421-422. Probability and Statistics

A study of probability models, random variables, estimation, hypothesis testing, and linear models with applications to problems in the physical and social sciences. Prerequisite: Mathematics 182.

(3-0-3) each semester ROBINSON

431-432. Abstract Algebra

The axiomatic development of abstract algebraic systems, including groups, rings, integral domains, fields, and vector spaces. Prerequisite: Mathematics 220.

(3-0-3) each semester HAGGLUND

441-442. Mathematical Analysis

A rigorous study of the fundamental concepts of analysis, including limits, continuity, the derivative, the Riemann integral, and sequences and series. Prerequisites: Mathematics 182 and Mathematics 220 or 280.

(3-0-3) each semester BELL

481+. Special Topics in Mathematics

Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Typical topics include number theory, foundations of mathematics, topology, and complex variables.

(3-0-3) STAFF

Military Science

LTC JOHN M. JENKINS, *Department Chairman*

MAJOR ROBERT BLACK, CAPTAIN MICHAEL G. SERRATO, CAPTAIN STEPHEN C. SCOTT, CAPTAIN CALVIN W. RALLS, SERGEANT MAJOR JOHNNY F. RIPPY

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program may qualify the student for selection for the advanced program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the basic program as means of qualifying for the advanced program.) Successful completion of the advanced program, including the advanced camp in the summer between the junior and senior years and a military history course, and of the bachelor's degree, qualifies the graduate for either a reserve or a regular commission as a Second Lieutenant in the United States Army.

Advanced program students are required to participate in a weekly military science laboratory. Students in the basic program are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include canoeing, rappelling, marksmanship, and the ranger platoon.

There is no military obligation associated with any of the basic program courses.

The Military Science Department does not offer a major.

Basic Program

111. Introduction to ROTC and the U.S. Army

This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U.S. Army. Course topics include the role and structure of the Army, military customs and courtesies, and basic marksmanship.

(1-0-1) STAFF

112. Introduction to ROTC and the U.S. Army

This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, the Soviet threat, and basic mountaineering techniques.

(1-0-1) STAFF

211. ROTC Basic Military Skills

Designed for sophomores who have previously taken MS 111 and MS 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, nuclear, biological, and chemical operations, and leadership techniques and applications.

(2-1-2) STAFF

212. ROTC Basic Military Skills

Topics in this course include military map reading, army weapons, and fundamentals of physical training.

(2-1-2) STAFF

Advanced Program

301. Military Science

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, the Soviet soldier, and communications. There will be one weekend field-exercise and a weekly leadership laboratory.

(3-1-3) STAFF

302. Military Science

Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and the use of various weapons. There will be one weekend field-exercise and a weekly leadership laboratory.

(3-1-3) STAFF

401. Military Science

A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories to include a field training exercise for MS 301 students. Mandatory laboratory each week.

(3-1-3) STAFF

402. Military Science

This is the last course in the Military Science requirements for commissioning. Subjects include military justice, history of warfare, military logistics, military intelligence, Army maintenance management, the role of the NCO and officer-enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week.

(3-1-3) STAFF

Philosophy

JAMES A. KELLER, *Department Chairman*

CHARLES D. KAY, MARK N. PACKER

Each of the 200-level courses—201, 206, and 210+—is appropriate as a first course in philosophy; none presupposes any previous departmental courses. The satisfactory completion of one of these courses is, however, normally prerequisite to enrollment in 300-level courses in the department.

Major Requirements:

Twenty-four semester hours of course work in the department, chosen in consultation with the Department Chairman. The course or courses taken for completion of the General Education requirement may not be counted toward a major in philosophy.

201. Introduction to Philosophy

Introduction to the process and methods of philosophical thinking, with discussion and analysis of selected classical and contemporary issues. Offered every semester.

(3-0-3) STAFF

206. Reasoning and Critical Thinking

A course aimed at developing the student's ability to evaluate arguments and other informative prose and to construct arguments with greater cogency and effectiveness. The course does not employ any of the techniques of formal logic. Offered every year.

(3-0-3) STAFF

210+. Philosophy and Contemporary Issues

An introduction to philosophy through the philosophical analysis of issues in some area of contemporary concern, such as medical ethics, business ethics, religion and science, and artificial intelligence. The course will include the reading and discussion of recent philosophical writings on the topic and classical writings which help set the background for the more recent writings. Each time the course is offered, a particular topic will be selected; students should consult the class schedule or a member of the department for information about the topic for a particular section. The course may be repeated for credit provided a different topic is taken, but philosophy majors may not use any more than two courses under this heading for their General Education and major requirements; additional courses would receive only general elective credit. Offered every semester.

(3-0-3) STAFF

310. Aesthetics

An examination of traditional and contemporary issues in the arts, art criticism and education, including the possibility of objective standards of aesthetic value, the significance of the emotions for judgments about art, and the relation between aesthetic standards and other normative criteria. Prerequisite: Any two courses in philosophy or permission of instructor. Offered in 1988-89.

(3-0-3) PACKER

311. Principles of Ethics

A study of the major systems of ethical thought, both ancient and modern, and their development. Emphasis will be on the critical examination and understanding of key texts by such authors as Aristotle, Kant, Mill, and Nietzsche. Offered in 1988-89.

(3-0-3) KAY

321. Formal Logic

An introduction to the techniques of modern formal logic, including Venn diagrams, propositional calculus, and first-order polyadic predicate calculus. Offered every semester on an auto-tutorial basis. Interested students should consult with the instructor.

(3-0-3) KELLER

323. Philosophy of Science

An examination of the methods, aims, and limits of scientific inquiry, exploring the logic of scientific evidence, the nature of scientific laws, explanations and theories, and scientific change. Offered in 1987-88.

(3-0-3) KAY

336. Existentialism

An examination of the doctrine that a person forms his or her own essence in the course of the life he or she chooses to lead. A study of such figures as Soren Kierkegaard, Albert Camus, and Jean-Paul Sartre.

(3-0-3) PACKER

342. Philosophy of Religion

An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course will focus on religious beliefs about God and will include some discussion of different ideas of God within the Western tradition. Offered in 1987-88.

(3-0-3) KELLER

347. Metaphysics

An examination of attempts to interrelate diverse elements in our experience and to gain a perspective on the world as a whole. Offered in 1988-89.

(3-0-3) KELLER

348. Epistemology

An examination, within the analytic tradition, of the possibilities of knowledge, the justification of belief, and the nature of our contact with reality.

(3-0-3) KELLER

351. Ancient and Medieval Philosophy

A study of several classical texts from Greek, Roman and early Medieval sources, with emphasis on their historical continuity. Readings will be drawn from the works of selected pre-Socratics, Plato and Aristotle, the post-Aristotelian schools of Greece and Rome, and representative thinkers of the Christian, Jewish, and Islamic traditions from the late Roman Empire through the 13th century. Offered in 1988-89.

(3-0-3) PACKER

352. Early Modern Philosophy

A historical survey of the rise of modern philosophy in its cultural setting during the 17th and 18th centuries. Emphasis will be on the study of selected texts, from Descartes to Hume, in relation to the philosophical, religious, and scientific thought of their day. Prerequisite: Any two courses in philosophy or permission of instructor. Offered in 1988-89.

(3-0-3) KAY

353. Continental Philosophy

A historical survey of seminal writings primarily in the French and German traditions of the 19th and 20th centuries. Works by Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty will be read. Topics to be discussed include the relative significance of reason and passion for constituting the world, the ontological priority of the person, and the value of art for philosophical questioning and interpretation. Offered in 1987-88.

(3-0-3) PACKER

450. Independent Study in Philosophy

This course allows the student to pursue independently, under the guidance of a member of the department, some topic in philosophy which is of special interest to him or her. Normally open only to seniors, it is intended primarily to allow further study of topics introduced in courses in the regular curriculum and secondarily to allow the study of topics not covered in the regular curriculum. Only one independent study may be counted toward satisfying the major requirements, and it may not be counted toward those requirements if a student does a senior honors project.

(0-0-3) STAFF

480+. Contemporary Topics

A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Any 300-level course in philosophy or permission of instructor. Offered every year.

(3-0-3) STAFF

Physical Education

DUANE STOBER, *Department Chairman*

LADSON G. CUBBAGE, JR., PATRICK J. DUNFEE, RICHARD H. GILSTRAP,

RICHARD A. JOHNSON, MARK D. LINE, CRYSTAL C. SHARPE,

WILLIAM H. SHULER, PHILLIP C. WILKS

The successful completion of courses 101 and 102 is a General Education requirement for graduation.

The Physical Education Department does not offer a major.

101, 102. Lifetime Sports and Fitness Activities

Participation in each semester of the sophomore year in lifetime sports and/or fitness activities. The various sports and activities are offered in sections as follows: basic aerobics; advanced aerobics*; tennis/aerobics; beginning weightlifting; advanced weightlifting*; golf/aerobics; swimming; lifesaving*; softball/aerobics; racquetball/aerobics. Students may not repeat sections.

(3-0-1) each semester STAFF

Physics

DANIEL W. WELCH, *Department Chairman*

J. DANIEL LeJEUNE, WILLIAM C. MADDOX, DANIEL W. OLDS

Major Prerequisites:

Physics 141, 142.

Major Requirements:

The physics department offers two major programs to help prepare for a variety of careers. Both majors require Physics 141, 142 as prerequisites. Any physics course numbered 200 or higher may be counted toward either of the majors.

Industry/Education Major:

This program is for those who plan to attend graduate school in a field other than physics or those who plan immediate employment in areas such as industry, government, or public schools. (Those who plan certification to teach in secondary schools should also see the Teacher Education Handbook.) The course requirements are Physics 253, two semesters of Physics 370+, Physics 261, 331, and 206, plus 12 more hours selected from other physics courses. Related work includes the second science courses required for the B.S. degree, Mathematics 181, 182, 310, and Computer Science 100.

Preprofessional Physics Major:

This program is for those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements are Physics

*Offered in the spring semester only.

253, two semesters of Physics 370+, Physics 261, 331, 431, and 442, plus 12 more hours selected from other physics courses. Related work includes the second science courses required for the B.S. degree, Mathematics 181, 182, 310, at least one more semester of advanced mathematics, and Computer Science 100.

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 142 for course description.

108. Astronomy

A survey course in astronomy which includes observational astronomy, a study of the solar system, structure and evolution of stars and galaxies, and cosmology.
(3-0-3) STAFF

121, 122. General Physics

A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics. Prerequisite: Mathematics 181 or the equivalent.
(3-3-4) each course STAFF

141, 142. Physics for Science and Engineering

A calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those undertaking pre-engineering programs. Prerequisite: Mathematics 181 or the equivalent.
(3-3-4) each course STAFF

203. Laboratory Applications of Microprocessors

The architecture and instruction set of a specific microprocessor are studied in sufficient detail that external sensing, measuring, and control functions appropriate to general laboratory environments can be designed, assembled, and tested. The lab is thus tightly coordinated with the lecture. General analog and digital electronic principles are introduced as appropriate, assuming only a background of basic DC network theory. The course concludes with a comparative analysis of several other microprocessors.
(3-3-4) STAFF

206. Electronics

An elementary course in the principles of electronic devices, circuits, and instruments intended for students of science who desire some understanding of the electronic instrumentation they use. Prerequisite: Physics 121, 122 or Physics 141, 142.
(3-3-4) STAFF

253. Modern Physics

A study of the major developments in physics since 1895 with emphasis on the atom, the nucleus, and "elementary particles." Prerequisites: Physics 121, 122 or Physics 141, 142.
(3-0-3) STAFF

261. Mechanics

Classical vector Newtonian analytical mechanics. Vector notation is introduced, particle kinematics is discussed, Newton's laws of mechanics are stated and applied to several situations including rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies. Prerequisites: Physics 121, 122 or Physics 141, 142, and Mathematics 182.
(3-0-3) STAFF

272. Thermodynamics

This course deals with the development and applications of basic concepts and methods useful in the understanding of thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisites: Physics 121, 122 or Physics 141, 142, and Mathematics 182.
(3-0-3) STAFF

331. Electricity and Magnetism

The subject of this course is the physics and mathematics of the classical description of the electro-magnetic field and includes the experimental and theoretical background for each of Maxwell's equations, the equation of continuity and the associated fields in the presence of matter. Prerequisites: Physics 261 and Mathematics 182.
(3-0-3) STAFF

340. Contemporary Physics

This course involves the student in reading articles on selected topics in the current physics publications in the library, includes an introduction to the structure of the physics literature, and introduces physics topics of current interest and topics with significant relationship to life outside the laboratory. A term paper is required. Prerequisite: Physics 253.
(3-0-3) STAFF

342. Optics

This course presents and demonstrates the proper use of several alternative models of the electromagnetic spectrum including the ray model, the wave model, and the quantum model. Prerequisite: Physics 121, 122 or Physics 141, 142.
(3-0-3) STAFF

364. Quantum Physics

In this course the mathematical structure and physical meaning of quantum mechanics as a fundamental theory of physics are developed at the intermediate level. Problems are drawn from areas such as the structure of nuclei, atoms, molecules, and crystals. Prerequisites: Physics 253 and Mathematics 310.
(3-0-3) STAFF

370+. Advanced Laboratory

A series of four semesters of experiments and projects covering some of the basic experimental skills that a physics major should have. These include use of oscilloscopes, voltmeters, ammeters, some familiarity with shop tools and procedures, laboratory record keeping and report writing, and knowledge of ways in which basic physical quantities are measured. Prerequisites: Physics 121, 122 or Physics 141, 142.
(0-3-1) STAFF

431, 442. Theoretical Physics

These courses, designed for students planning to attend graduate school in physics, are to be taken in the senior year at Wofford. Such students should consult with the instructor during the previous semester and thus influence the choice of topics and textbook. Prerequisites: Mathematics 310 and Physics 253, 261, and 331.
(3-0-3) each course STAFF

460. Research

A semester of active participation in one of the research projects currently conducted by the faculty. The student is expected to spend a minimum of six hours per week in reading and laboratory work in connection with the project and to write a detailed research report to be retained by the faculty member. Prerequisite: Permission of instructor.
(0-3-2) STAFF

Psychology

JAMES E. SEEGARS, JR., *Department Chairman*
JOHN W. PILLEY, DONALD M. SCOTT

Major Requirements:

Psychology 321, 322, 331, 332, 341, 342, Math 140 or Psychology 360, and one senior seminar are the course requirements for the major. Courses from the advanced electives series may be included for determining the student's GPA in the major.

Psychology offers a B.S.-degree major only. Thus the major requires eight hours of laboratory science outside the psychology department (the Science 101, 102, 103 courses do not satisfy that requirement).

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 142 for course description.

Introductory and General Elective Courses

110. Methods, Tools, and Techniques of Psychology

A general survey of what psychologists do, the tools they use, and problems of current attention.
(3-0-3) STAFF

201. Current Trends and Perspectives in Psychology

As academic psychology is a relatively young field with growth in many directions, this course provides an opportunity for students to review the current research and theoretical basis for much of the significant on-going research in major universities and medical centers. Current areas of emphasis include moral development, sociobiology, behavioral genetics, male/female differences, public education testing programs, brain lateralization, the changing scope of abnormal psychology, and biofeedback. From time to time, new topic areas may be introduced.
(3-0-3) STAFF

205. Human Learning: Experimental and Applied

A survey of the empirical data of human learning, including methodology, historical review, and contemporary views of learning as developed within the viewpoints of behavior and cognitive psychology. The course will also explore the application of human learning skills to problems such as academics, emotions, and adjustment.
(3-0-3) PILLEY

231. Biological Basis for Behavior

Review of "internal causes" of behavior as well as review of effects of drugs on behavior. Understanding the function of the nervous system emphasized as means for producing behavior and as mechanism for psychoactive drugs. Of particular interest to persons planning careers in human service such as religion, public health, social concerns, and youth activities.
(3-0-3) SCOTT

340. Human Sexuality

This course is divided into two areas of emphasis. First, it provides a much-needed dialogue in an area of strong human concern. There is a careful presentation of data on human development and sexual adjustment which provides a framework for behavior directed

toward meaning and joy in human relationships. Second, there is a careful review of instruction techniques and available materials for those engaged in sex education courses at the junior and senior high school levels.
(3-0-3) SEEGARS

Core Program for the Major

321. Child Development

A study of the total development of the human organism from conception.
(3-0-3) SEEGARS

322. Behavior Pathology

The study of the cause of inappropriate behaviors (including mental illness) and techniques for re-directing them.
(3-0-3) SEEGARS

331. Sensory Psychophysiology

A study of the functions of sensory systems as they relate to behavior.
(3-3-4) SCOTT

332. Neuropsychology

An investigation of the central nervous system structures and their behavioral functions.
(3-3-4) SCOTT

341. Experimental Methods I

A survey of the empirical data of experimental psychology including psychophysics, psychophysical methodology, sensory and perceptual processes.
(3-3-4) PILLEY

342. Experimental Methods II

A continuation of Psychology 341. A survey of the empirical data of experimental psychology including learning, memory, and higher cognitive processes.
(3-3-4) PILLEY

360. Experimental Design

The application of statistics to the design of experiments in the behavioral sciences.
(3-0-3) SCOTT

451. Human and Animal Learning and Development I

A research-oriented seminar focusing on human and animal growth and development. The student will conduct a major experiment, particularly in the areas of learning, motivation, and perception.
(3-0-3) STAFF

452. Human and Animal Learning and Development II

A research-oriented seminar focusing primarily on personality and behavior problems in humans and learning and development in animals.
(3-0-3) STAFF

Advanced Electives Series

312. Group Dynamics

A review in academic and laboratory settings is used to acquaint the student with an understanding of human interaction in small group behavior. The course focuses on theoretical explanations for group interaction as well as current and empirical data. Students have the opportunity to participate in small group activities designed to enhance the classroom presentations. Topics include leadership, persuasion, group process, and propaganda.
(3-0-3) STAFF

320. Personality

The development and identification of personality from an experimental standpoint.
(3-0-3) PILLEY

350. The Exceptional Child

A study of the exceptional child. While primary focus is on the mentally and emotionally handicapped child, some study is made of the diagnosis and etiology of all aspects of exceptional children.
(3-0-3) SEEGARS

404. History of Psychology

Modern psychology draws its heritage largely from philosophy and the biological and physical sciences. In this course, students review the scientific and philosophical contributions that resulted in contemporary behavioral science. The diverse branches of modern psychology can then be understood as they relate to each other and to the culture of the student.
(3-0-3) STAFF

410. Industrial Psychology

A general course designed to acquaint students with the uses of psychology in industrial applications. Strong emphasis placed on interviewing, motivation, sales, brainstorming, and related aspects. Of special interest to students of business, law, and the ministry.
(3-0-3) SCOTT

430. Psychological Assessment

Standardized tests, their function, construction, and application as part of a broader approach to the assessment of the individual. Special emphasis on intelligence testing.
(3-0-3) STAFF

458. Psychology in the Community

A course in which students become involved in the practical application of psychological training. Students are expected to work a minimum of 10 hours a week in a community program under carefully selected supervisory conditions at such agencies as the Spartanburg Mental Health Center, The Broughton State Hospital, The Charles Lea Center, or The Spartanburg Alcohol and Drug Abuse Commission.
(1-4-3) STAFF

460. Independent Research

This course is designed to permit students to learn independent research techniques through actually planning and conducting an experiment. A final paper meeting APA Journal form requirements completes the experiment.
(3-0-2) STAFF

480. Seminar

An intensive examination of an advanced area of psychology. Specific content may be designed to meet the needs and interests of the students in such areas as advanced statistics, animal ecology, comparative animal behavior, advanced physiological psychology, operant design, or introduction to clinical psychology.
(3-0-3) STAFF

Religion

JOHN M. BULLARD, *Department Chairman*

CHARLES D. BARRETT, JAMES S. BARRETT, LARRY T. McGEHEE, WILLIAM W. MOUNT, JR.

Major Requirements:

Twenty-four semester hours in courses selected from groups II-V, including at least one course from each of those four groups. Satisfactory completion of a 200-level course in Greek may be counted as three hours toward fulfillment of a religion major.

I. Introductory Courses

101. Religions of the World

A historical introduction to the major living religions found throughout the world, including Hinduism, Judaism, Buddhism, Christianity, and Islam. Offered only in Summer Session.
(3-0-3) STAFF

201. The Old Testament

The life and thought of ancient Israel as seen in a literary, historical, and theological analysis of the Old Testament and Apocrypha.
(3-0-3) STAFF

202. The New Testament

The emergence of Christianity in the world as seen from an analysis of the New Testament writings.
(3-0-3) STAFF

203. The Christian Faith

The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.
(3-0-3) STAFF

II. The Bible

301. Jesus

An analysis of the Gospels with concern for Jesus' life and teachings and for earliest Christian understandings of him.
(3-0-3) MOUNT

302. Paul

A study of the New Testament evidence in search of an understanding of Paul and his place in Christianity.
(3-0-3) MOUNT

303. The Johannine Literature

A critical study of the Gospel, the Apocalypse, and the Letters traditionally ascribed to "John" in the light of the religious, historical, and literary issues which they raise.
(3-0-3) MOUNT

311. The Prophets of Israel

The religion of the Hebrew prophets studied in historical context with concern for its contemporary relevance.
(3-0-3) BULLARD

312. Israel's Poetry and Wisdom Literature

The religious and philosophical thought of Israel's Wisdom Movement as found in the books of Proverbs, Ecclesiastes, Job, and portions of the Apocrypha. Also, a study of the forms of Hebrew poetry analyzed with reference to the Psalter as the vehicle of ancient Israel's devotional life in a community of worship.
(3-0-3) BULLARD

315. Biblical Archaeology

An introduction to the science of archaeology and how it illuminates the religious, cultural, and historical background of the Bible.
(3-0-3) BULLARD

320. Biblical Theology

The major unifying themes of biblical thought and such related issues as the nature of inspiration and the Bible as Word of God.
(3-0-3) BULLARD

III. Theology and Ethics**321. Christian Theology: Practice and Method**

A constructive analysis of the persistent human problems which make people theologians and of some responses to these problems which have been developed within the Christian circle of reference. Prerequisite: Philosophy 201 or permission of instructor.
(3-0-3) C. BARRETT

322. Christian Theology: Themes and Development

A study of the history of Christian ideas which focuses particularly on those critical periods in time in which they underwent redefinition (e.g., the Constantinian era, the age of the Reformation, and the age of the Enlightenment).
(3-0-3) C. BARRETT

323. Religious Thought in the Twentieth Century

An examination of the thought of major contributors to contemporary theological discussion. Prerequisite: Philosophy 201 or permission of instructor.
(3-0-3) C. BARRETT

324. New Frontiers in Christian Thought

An analysis of new approaches to persistent religious and theological problems. The course will begin with a study of Dietrich Bonhoeffer's idea of "religionless Christianity" and explore such subsequent phenomena as the God-is-dead theology, the Charismatic movement, and liberation thought.
(3-0-3) C. BARRETT

325. Christian Ethics

A study of Christian ethical perspectives as they have developed through history and as they bear on contemporary issues. Prerequisite: Philosophy 201 or permission of instructor.
(3-0-3) STAFF

IV. Religious Traditions**332. Religion in America**

Studies in the role played by Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: One course in American history or permission of instructor.
(3-0-3) McGEHEE, J. BARRETT

355. The Religions of Western Asia

An introduction to the history of religions, beginning with philosophical and anthropological considerations and moving to a phenomenological examination of the four classical monotheistic religions in the Middle East: Judaism, Zoroastrianism, Christianity, and Islam.
(3-0-3) BULLARD

356. The Religions of South and East Asia

A cultural analysis (continuing Religion 355) of Hinduism, Hinayana and Mahayana Buddhism, Confucianism, Taoism, Shinto, and the new religions of Japan.
(3-0-3) BULLARD

V. Advanced Studies**452. Independent Research**

Extensive investigation of an approved topic culminating in a full-length essay. Credit hours to be determined by the instructor. Normally offered for religion majors.
(0-0-1 to 3) STAFF

480+. Special Topics in Religion

A seminar in which a selected theme or problem is thoroughly studied. Emphasis on bibliography and methodology in research.
(3-0-3) STAFF

Sociology

GERALD T. THURMOND, *Acting Department Chairman*
CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON, GERALD A. GINOCCHIO,
DAN B. MAULTSBY

Major Prerequisites:

Sociology 200, 210.

Major Requirements:

Sociology 310, 320, 330, plus three electives in the department.

200. Introduction to Anthropology

An introduction to physical and cultural anthropology.
(3-0-3) FERGUSON

210. Introduction to Sociology

An introduction to the sociological perspective.
(3-0-3) GINOCCHIO

215. Sociology of Deviant Behavior

An application of the sociological perspective to "problem" behavior.
(3-0-3) GINOCCHIO

- 225. Human Ecology**
An ecological approach to examine the relationships between natural resource bases and the human societies they support.
(3-0-3) ABERCROMBIE
- 232. Man and Culture**
A study of human behavior in different societies.
(3-0-3) STAFF
- 250. Urban Sociology**
An examination of the nature and development of the city and of types of social behavior characteristic of an urban environment.
(3-0-3) GINOCCHIO
- 260. Social Problems**
An examination of social problems such as crime, poverty, inequality, and racism, emphasizing the interplay of the various institutions of society.
(3-0-3) THURMOND
- 310. The Development of Sociological Theory**
A review and analysis of modern social thought and sociological theories.
(3-0-3) GINOCCHIO
- 315. Sociology of the Family**
A study of the family as a social institution.
(3-0-3) THURMOND
- 320. Social Psychology**
A study of the relationship between the individual and society.
(3-0-3) THURMOND
- 330. Social Research**
An introduction to the methods and techniques of collecting and analyzing social data.
(3-0-3) THURMOND
- 480+. Special Topics**
Independent research or exploration of a sub-specialty not offered above.
(3-0-3) STAFF

Non-Departmental Courses

Research 106. Introduction to Research Methods

This course focuses on methods of research and of presenting information. Students analyze essays by examining the validity of arguments, evaluating supporting evidence, and recognizing bias. The instructor may be drawn from one of a number of departments, including history, sociology, government, and philosophy. Offered in Summer Session only.
(3-0-3) STAFF

Science 101, 102, 103. Investigation in Science

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on acquiring familiarity with a specific body of content. Each instructor involves his or her students in a scientific area closely related to the instructor's competence and enthusiasm. Sections of these courses are taught by members of the departments of biology, chemistry, geology, physics, psychology. The topic of Science 101 is physical science; 102, life science; and 103, both.
(3-3-4) each course STAFF



The Board of Trustees

Wofford College has twenty-seven trustees, who sit as the legal governing body of the College under the conditions of the will of the Reverend Benjamin Wofford and the state charter of 1851. Individual trustees are elected by the South Carolina Conference of the United Methodist Church every two years and may serve six consecutive two-year terms before rotating off the board.

The following listing includes those persons who served as trustees during the 1985-87 academic years.

JOHN D. BOONE, JR. (Term expired 1986)

Minister, New Francis Brown United Methodist Church
Charleston Heights, S.C.

DeARMOND CANADAY (Term began 1986)

Director of Planned Giving, Spartanburg Methodist College
Spartanburg, S. C.

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President and Treasurer, Inman Mills
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ANNE SPRINGS CLOSE, CHAIRMAN 1985-1986 (Term expired 1986)

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Seneca, S.C.

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Physician and Medical Educator
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A. CLARK JENKINS (Term began 1986)

Minister, Wesley United Methodist Church
Johns Island, S.C.

CHARLES L. JOHNSON (Resigned 1986)

Superintendent, Rock Hill District, United Methodist Church
Rock Hill, S.C.

RUSSELL C. KING, JR., CHAIRMAN 1986-87

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Hartsville, S.C.

JAMES T. LANEY (Term began 1986)

President, Emory University
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President, Papadopoulos & Associates
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Member, U.S. House of Representatives
Spartanburg, S.C.

JOHN C. PEARSON (Term began 1986)

Minister, Bethel, Mt. Zion, Wesley United Methodist Churches
Cheraw, S.C.

J. EDWIN REEVES, JR.

President, Reeves Brothers, Inc.
New York, N.Y.

JEROME J. RICHARDSON

President, Spartan Food Systems
Spartanburg, S.C.

WALTER W. SESSOMS

Vice President—Georgia, Southern Bell
Atlanta, Ga.

JOHN W. SIMPSON (Term expired 1986)

Energy Consultant
Hilton Head, S.C.

HUGO S. SIMS, JR., VICE-CHAIRMAN 1986-87

Real Estate Executive
Orangeburg, S.C.

F. OSCAR SMITH

Superintendent, Columbia District, United Methodist Church
Columbia, S.C.

KATE ELIZABETH SMITH

Physician
Turbeville, S.C.

O. STANLEY SMITH, JR.

Chairman and Chief Executive Officer, Standard Federal Savings and
Loan Association
Columbia, S.C.

CURRIE B. SPIVEY, JR. (Term began 1986)
President, Ballenger Corporation
Greenville, S.C.

HUNTER R. STOKES
Physician and Medical Educator
Florence, S.C.

WALLACE A. STOREY
Chief Engineer, Milliken Service Division, Milliken & Company
Spartanburg, S.C.

T. REGINALD THACKSTON, SECRETARY (1985-87)
Minister, John Wesley United Methodist Church
Charleston, S.C.

WILLIAM J. VINES (Term expired 1986)
Minister, Grace United Methodist Church
Lancaster, S.C.

GEORGE W. WHITAKER, JR. (Resigned 1986)
Retired Minister, South Carolina Conference, United Methodist Church
Lake Junaluska, N.C.

WILLIAM H. WILLIMON
Minister to the University, Duke University
Durham, N.C.

JOYCE PAYNE YETTE (Term began 1986)
Attorney, Covington and Burling
Washington, D.C.

JOHN M. YOUNGINER, JR.
Minister, Grace United Methodist Church
North Augusta, S.C.



Wofford Associates, 1987

The Wofford Associates are influential men and women who are advocates of independent higher education and who lend their voices to help broaden the understanding and increase the support of Wofford College. Wofford Associates help the College by complementing the Board of Trustees in working with the President and the administrative officers on long-range planning and on development projects.

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Walterboro, S.C.

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Spartanburg, S.C.

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H. Peter Theiler
Spartanburg, S.C.

Thomas L. Tiller, Jr.
Greenville, S.C.

Thomas T. Traywick
Orangeburg, S.C.

T. Emmet Walsh
Spartanburg, S.C.

John B. White, Sr.
Spartanburg, S.C.

Bland W. Worley
Charlotte, N.C.

Kurt Zimmerli
Spartanburg, S.C.



Wofford College National Alumni Association Board of Directors, 1987

The Wofford College National Alumni Association consists of more than 10,000 persons who attended Wofford for one year or more. The purpose of the organization is to stimulate a permanent and informed interest of all alumni in the work of the College, encourage financial and moral support of the College, perpetuate the friendships formed in the college years, and promote the cause of Christian higher education.

The governing body of the National Alumni Association is the Alumni Board of Directors, which consists of approximately forty alumni appointed to serve staggered four-year terms. The officers and members of the Board of Directors are identified below.

In addition to the elected members of the Board, there are several ex officio members. They are the Chairman of the Board of Trustees of Wofford College, the President of the College, the officers of the College development staff, a representative from the College faculty, the President of the Terrier Club (the fund-raising organization for athletics), the Chairmen of the Parents' Advisory Council, the Chairman of the Alumni and Development Committee of the Campus Union, and the Director of Career Services and Placement.

EXECUTIVE COMMITTEE:

James K. Haley '52
President, James K. Haley Associates, Inc.
Winston-Salem, N.C.
(President)

J. Sidney Fulmer '54
Physician, Fleming, Fleming and Fulmer
Spartanburg, S.C.
(President-Elect)

Boyd C. Hipp, II '74
President, Laurel Properties, Inc.
Columbia, S.C.
(1986 President)

Woodrow W. Willard, Jr. '74
President, Willard Appraisal, Inc.
Spartanburg, S.C.
(National Annual Fund Chairman)

James R. Hackney, Jr. '77
Director of Alumni Programs and the Annual Fund
Wofford College
Spartanburg, S.C.
(Ex-Officio Member)

ALUMNI BOARD OF DIRECTORS

(The year in parentheses indicates end of term.)

Forrest A. Abbott '43 (1988)

President, Forrest Abbott Company
Greenville, S.C.

C. Frank Adams '70 (1990)

Director of Communications, South Carolina Health and Human Services
Columbia, S.C.

Sterling R. Allen '71 (1990)

Dentist
Anderson, S.C.

H. Daniel Avant '61 (1989)

President, Edens & Avant, Inc.
Camden, S.C.

Ed R. Bagwell '70 (1987)

Chairman and Chief Executive Officer, Southwind Ltd.
Columbia, S.C.

Sion A. Bell '65 (1990)

Senior Vice President and City Executive, North Carolina National Bank
High Point, N.C.

John C. Bills, IV '70 (1987)

Partner, McCloskey-Bills Development Group
West Palm Beach, Fla.

Tom L. Bower, III '74 (1989)

Vice President, Clipper Petroleum, Inc.
Gainesville, Ga.

Det F. Bowers, Jr. '74 (1988)

Attorney, Bowers and Bowers
Estill, S.C.

Ansel C. Bunch '74 (1990)

Financial Consultant, Robinson-Humphrey/American Express
Columbia, S.C.

Gary L. Burgess '79 (1990)

Educator and Administrator, James F. Byrnes High School
Spartanburg, S.C.

J. Robert Calliham '75 (1989)

Partner, Smith, Sapp, Bookhout and Crumpler
Myrtle Beach, S.C.

David R. Clark '65 (1987)

President, Thomas and Howard Company, Inc.
Columbia, S.C.

Trudy W. Craven '78 (1988)

Librarian, Milliken and Company
Spartanburg, S.C.

S. Elaine Fields '82 (1990)

Safekeeping Supervisor, Wachovia Bank and Trust Company
Charlotte, N.C.

Robert S. Fogarty, Jr. '59 (1989)

Chairman, Kindel Furniture Company
Ada, Mich.

Joseph C. Good '67 (1989)

Director, Government and Civic Affairs, South Carolina Electric and Gas
Company
Charleston, S.C.

Frank D. Goodale, Jr. '55 (1988)

Owner, F.D. Goodale, Jeweler
Camden, S.C.

Charles C. Graham '62 (1990)

President, Director, and Chief Executive Officer, First Trident Savings
and Loan
Mt. Pleasant, S.C.

Clifford L. Gray '71 (1988)

Executive Director, Greenville Memorial Auditorium
Greenville, S.C.

John A. Hendrix '68 (1988)

Executive Vice President and General Manager, Carolina Tractor and
Equipment Company
Charlotte, N.C.

Jerry W. Henry '75 (1988)

National Executive Secretary, The Fellowship of United Methodists in
Worship, Music, and other Arts
Avondale Estates, Ga.

Douglas H. Joyce '79 (1987)

Account Executive, Thomson McKinnon Securities, Inc.
Nashville, Tenn.

Harold M. McLeod, Jr. '58 (1990)

Manager, Community Relations, Burlington Industries
Greensboro, N.C.

James L. Martin '61 (1988)

President, James L. Martin, Inc.
Naples, Fla.

Glen R. Melton '61 (1987)

Owner, Glen Melton State Farm Insurance Agency
Spartanburg, S.C.

Robert D. Mickle, Jr. '85 (1989)
Branch Manager, South Carolina Federal Bank
Columbia, S.C.

Gregory P. Miles '78 (1990)
Partner, Wooten, Honeywell and Kest, P.A.
Winter Park, Fla.

Cary L. Page, Jr. '58 (1987)
Chairman, C.L. Page Enterprises
Spartanburg, S.C.

Joe T. Pugh '60 (1989)
President, Joe T. Pugh, Inc.
Atlanta, Ga.

John F. Rhem, Jr. '71 (1989)
Partner, Eikenburg and Stiles
Houston, Tex.

Charles M. Stuart, Jr. '65 (1988)
Attorney
Greenville, S.C.

Harold D. Thompson '60 (1988)
Vice President, Industrial and Public Relations, Spartan Mills
Spartanburg, S.C.

George C. Todd, Jr. '77 (1990)
Vice President, Merrill Lynch
Spartanburg, S.C.

Edward B. Wile '73 (1989)
Investment Banker, Kidder, Peabody and Company, Inc.
Atlanta, Ga.

Parents' Advisory Council

The Parents' Advisory Council is composed of parents of current Wofford students. The Council meets twice annually, with a primary goal of strengthening the communications between the College and parents.

CO-CHAIRMEN:

1986 Mr. and Mrs. John L. Watson, III
1987 Mr. and Mrs. William B. Glenn

CLASS OF 1988

Mr. and Mrs. James E. Byers, Sr.	Mr. and Mrs. Frank J. Hawley, Jr.
Mr. and Mrs. William B. Glenn	Mr. and Mrs. W. F. Hedgepath, Jr.
Mr. and Mrs. Thomas C. Harris	Dr. and Mrs. Stanley E. Vermillion
Dr. and Mrs. J. I. Harrison, III	

CLASS OF 1989

Mr. Elton Coleman	Mr. and Mrs. J. Furman Long
Dr. and Mrs. J. R. Dimsdale	Dr. and Mrs. Dennis L. Martin
Dr. and Mrs. John Griz	Mr. and Mrs. G. Allen Meetze
Mr. and Mrs. Jimmy L. Haithcock	Mr. and Mrs. James W. Shealy, Sr.
Mr. and Mrs. S. Joseph B. Hill, Jr.	Mr. and Mrs. David E. Tate, Sr.
Mr. and Mrs. John C. Hinds	Mr. and Mrs. C. F. Turner, Sr.
Dr. and Mrs. Arthur E. Lesesne	Dr. and Mrs. J. C. Yarbrough, Jr.
Dr. and Mrs. Ted M. Llorente	

CLASS OF 1990

Mr. and Mrs. Edwin L. Bender	Mr. and Mrs. Harry W. Gibbons
Mr. and Mrs. Mickey W. Boles	Mrs. Bennie E. Hewett
Mr. and Mrs. Keith W. Campbell	Mr. and Mrs. David Y. Hulse, Sr.
Mr. and Mrs. W. Sumter Cox	Mr. and Mrs. Rudy Newman, Sr.
Mr. and Mrs. A. R. Dodd	Mrs. Lucy W. Strausbaugh

The Administration, August 1987

Office of the President

Joab M. Lesesne, Jr., B.A., M.A., Ph.D., *President*
David M. Beacham, B.A., *Assistant to the President*

DuPre Administration Building

Academic Affairs

DuPre Administration Building

Dan B. Maultsby, A.B., Ph.D., *Vice President for Academic Affairs and Dean of the College*
Jerome R. Cogdell, B.S., M.Div., *Assistant Dean of the College and Coordinator of the Interim*

Registration and Records

DuPre Administration Building

Lucy B. Quinn, B.A., *Registrar and Director of Summer Session*
Edward B. Sydnor, B.A., *Registrar, Emeritus*

Library Services

Sandor Teszler Library

Oakley Herman Coburn, A.B., M.A. in L.S., *Librarian*
Frank J. Anderson, B.A., M.S. in L.S., *Librarian, Emeritus*
Joan C. Alkula, B.M., B.M.E., M.L.S., *Cataloger*
Nancy M. Arant, A.B., M.L.N., *Director of Technical Services*
Alice H. Cochran, A.B., M.L.S., *Acquisitions Librarian*
Barbara Heinick, B.A., M.S. in L.S., *Reference and Periodicals Librarian*
Herbert Hucks, Jr., B.A., M.A., B.A. in L.S., *Archivist, Emeritus*
Willard Mittelman, B.A., M.A., Ph.D., M.S. in L.S., *Circulation Librarian*

Media Center

Campus Life Building

Linda Powers, B.A., M.A.T., M.A., *Director*

Student Affairs

Campus Life Building

J. Michael Preston, A.B., *Vice President for Student Affairs and Dean of Students*
S. Frank Logan, A.B., A.M., *Dean of Students, Emeritus*
RaeJean Lipscomb, B.S., M.Ed., *Assistant Dean of Students*
Kaiser Thomas, Jr., *Assistant Dean of Students and Director of Housing*

Public Safety

Andrews Field House

Joe L. Greenlee, Jr., B.A., *Director of Public Safety*

Student Health Services

Black Infirmary

H. C. Bean, Jr., M.D., *College Physician*
J. C. Hedden, M.D., *College Physician*
Thomas A. Malone, M.D., *College Physician*
Melvin D. Medlock, M.D., *College Physician*
Mack C. Poole, M.D., *College Physician*
Ralph A. Tesseneer, M.D., *College Physician*
Dorothy B. Halligan, R.N., *Resident College Nurse*
Janet Garman, R.N., *College Nurse*

Career Services and Placement

Burwell Building

Len S. Brinkley, B.A., M.S.Ed., *Director of Career Services and Placement*
John I. Blair, B.A., M.A.T., *Assistant Director of Career Services and Placement*

Business Management

Papadopoulos Building

Edward E. Greene, B.S., C.P.A., *Vice President for Business*

Business Office

Papadopoulos Building

Charlotte P. Rogers, B.A., M.Acc., C.P.A., *Controller*

Physical Plant

Curry Building

Wallace B. Henderson, *Director of Physical Plant*
Ed Y. Hall, B.B.A., M.Ed., *Assistant to the Director of Physical Plant*

Food Services

Burwell Building

William L. May, *Director of Food Services*
Franciscus H. Kop, B.A., M.B.A., *Assistant Director of Food Services*

College Store

Campus Life Building

Richard W. Scudder, A.B., *Director of the College Store*

Development

Papadopoulos Building

Larry T. McGehee, B.A., B.D., M.A., Ph.D., *Vice President for Development and Coordinator of Strategic Planning*
Jill S. Evans, B.A., *Research Associate*
Jean Kennedy, *Director of Prospect Research (through August 15, 1987)*
Margaret B. Morrison, *Director of Prospect Research (August 15, 1987)*

Alumni Affairs and Annual Fund

Papadopoulos Building

James R. Hackney, Jr., B.A., M.A.R., *Director of Alumni Programs and the Annual Fund*
James L. Switzer, B.A., *Associate Director of Alumni Programs and the Annual Fund*

Communications

Doyle W. Boggs, B.A., M.A., Ph.D., *Director of Communications*

Papadopoulos Building**Research and Enrollment Papadopoulos Building**

B. G. Stephens, B.S., M.S., Ph.D., L.H.D., *Vice-President for Research and Enrollment*

Admissions**Hugh S. Black Building**

Charles H. Gray, B.A., *Director of Admissions*

Roberta Hurley Bigger, B.A., *Assistant Director of Admissions*

Timothy M. Lijewski, B.S., *Admissions Counselor*

Brand R. Stille, B.A., *Admissions Counselor*

Maureen P. Ward, B.A., *Admissions Counselor*

Financial Aid**Hugh S. Black Building**

Donna D. Hawkins, B.A., *Director of Financial Aid*

Susan S. McCrackin, B.S., *Assistant Director of Financial Aid*

Ann Howard, B.A., *Director of Job Location and Development*

Alumni Programs for Student Recruitment

Cynthia V. Spearman, B.A., *Coordinator*

Computer Services**Main Building**

Daniel W. Olds, A.B., Ph.D., *Director of the Computer Center and Computer Services*

Campus Ministry**Campus Life Building**

Talmage B. Skinner, Jr., B.A., M.Div., M.C.E., *Chaplain*

Intercollegiate Athletics**Campus Life Building**

Daniel B. Morrison, Jr., B.A., M.Ed., *Director of Athletics*

John I. Blair, B.A., M.A.T., *Soccer Coach*

Ladson G. Cubbage, Jr., B.A., *Assistant Football Coach*

Joe Davis, B.S., *Golf Coach*

Patrick J. Dunfee, B.A., M.Ed., *Assistant Football Coach*

Richard H. Gilstrap, B.S., M.A., *Head Football Coach*

Fletcher Gregory, B.A., M.S., *Assistant Basketball Coach*

Richard A. Johnson, B.S., M.B.A., *Head Basketball Coach*

Mark D. Line, B.S., M.A., *Baseball Coach and Director of Intramural Sports*

Teresa L. Lyall, B.A., *Sports Information Director*

Andrew Massey, B.A., M.A.T., *Athletic Trainer*

Crystal C. Sharpe, B.S., M.A., *Women's Basketball and Volleyball Coach*

William H. Shuler, B.A., M.Ed., *Assistant Football Coach*

Deno Trakas, B.A., M.A., Ph.D., *Tennis Coach*

Benjamin F. Varn, Jr., B.S., M.S., Ph.D., *Tennis Coach*

Phillip C. Wilks, B.A., M.A., *Assistant Football Coach*



The Faculty, 1985-86, 1986-87

(Academic year of appointment to faculty in parentheses after each name)

Clarence Lewis Abercrombie, III (1973)/*Leave of Absence 2nd Semester 1986-87*

Associate Professor of Sociology

B.A., Emory University; M.Phil., Ph.D., Yale University

Constance Dean Antonsen (1962)

Associate Professor of Art History

A.B., University of California; M.A., University of Georgia; Ph.D., University of South Africa

John Ward Arrington (1983)/*Through August 1986*

Lieutenant Colonel, United States Army

Professor of Military Science

B.S., United States Military Academy; M.A., University of Texas-Austin

Charles David Barrett (1966)

Professor of Religion and Assistant College Marshal

A.B., Wofford College; B.D., Emory University; Ph.D., Drew University

Ross Hawthorne Bayard (1961)

Professor of History

B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Curtis Porter Bell (1963)

Associate Professor of Mathematics

B.S., Wofford College; M.A., Ph.D., University of Georgia

Victor Bilanchone, Jr. (1972)

Associate Professor of Music

B.A., M.M., D.M.A., University of Miami

Michael James Blackburn (1983)/*Through June 1986*

Captain, United States Army

Assistant Professor of Military Science

B.S., Colorado State University

Melinda Denise Bobo (1986)

Lecturer in English

B.A., M.A., Purdue University

Mark Anthony Buffler (1983)/*Through January 1987*

Major, United States Army

Assistant Professor of Military Science

B.A., University of Tennessee

John Moore Bullard (1961)

Albert C. Outler Professor of Religion

A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

Donald Andrew Castillo (1977)

Associate Professor of Chemistry

B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University

William Pinckney Cavin (1946)

John M. Reeves Professor of Chemistry and College Marshal

A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina

Carmen Lucrecia Chavez (1986)

Lecturer in Foreign Languages

B.A., Converse College; M.A., Middlebury College

Lawrence Harris Chewning, Jr. (1986)/*1st Semester Only*

Professor of English, Emeritus

B.A., Furman University; M.A., Ph.D., University of Virginia

Oakley Herman Coburn (1984)

Librarian

A.B., Transylvania University; M.A. in L.S., University of Kentucky

Ladson Gentry Cabbage, Jr. (1977)

Assistant Football Coach

B.A., Elon College

Caroline Allen Cunningham (1984)

Instructor in Foreign Languages

B.A., University of Georgia; M.A., University of North Carolina

Miranda Gail Somers DiMarco (1984)

Lecturer in Music

B.A., College of Charleston

Harry Donald Dobbs (1955)

Professor of Biology

A.B., M.S., Ph.D., Emory University

Dennis Michael Dooley (1969)

Associate Professor of English

A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University

Linton Reese Dunson, Jr. (1966)

Fred A. Gosnell, Sr., Professor of Government

A.B., University of Georgia; Ph.D., University of Virginia

Frank Arthur Elston (1984)

Assistant Professor of Economics

B.A., Wabash College; Ph.D., University of Virginia; J.D., Emory University

Carolyn Andrew Pizzulo Eschenbach (1983)/*1st Semester 1985-86*

Lecturer in Mathematics

B.S., M.S., University of Florida

Terry Andrew Ferguson (1984)

Instructor in Geology

B.A., Wofford College

Vivian Boyd Fisher (1973)

Associate Professor of English

B.A., Duke University; M.A., Ph.D., Emory University

Donald Flanell Friedman (1986)

Assistant Professor of Foreign Languages

B.A., Armstrong State College; M.A., University of Georgia; Ph.D., New York University

Ronald Kenneth Fuller (1984)/Through May 1987

Band Director

B.S., New Mexico Western College; M.S., Arizona State University

Gerald Allen Ginocchio (1980)

Assistant Professor of Sociology

B.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire

Scott Timothy Gould (1985)/2nd Semester Only

Lecturer in English

B.A., Wofford College; M.A., University of South Carolina

Harold William Green (1965)/Retired May 1986

Professor of Accounting

B.S., Shippensburg State College; Litt.M., University of Pittsburgh

Edward Eugene Greene (1976)

Vice President for Business and Lecturer in Accounting

B.S., University of Tennessee; C.P.A.

Susan Cass Griswold (1980)

Associate Professor of Foreign Languages

B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University

James Richard Gross (1966)

Professor of English and Theatre

B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

Lee Oliver Hagglund (1977)

Associate Professor of Mathematics

B.A., Gustavus Adolphus College; Ph.D., Duke University

Daniel Hayman Hank (1978)/Through May 1986

Assistant Professor of Humanities and Philosophy

B.A., University of North Carolina; M.A., Ph.D., New York University

Matthew Archie Henderson, III (1974)

Lecturer in Economics

B.A., University of Florida; J.D., Vanderbilt University

Edmund Henry (1970)

Associate Professor of English

A.B., Syracuse University; Ph.D., University of Rochester

William Brooks Hubbard (1964)

Associate Professor of Biology

B.S., Wofford College; M.Ed., University of North Carolina

Walter Edward Hudgins (1972)/Deceased May 1986

Professor of Philosophy

A.B., B.D., Ph.D., Duke University

John McDowell Jenkins (1986)

Lieutenant Colonel, United States Army

Professor of Military Science

B.S., United States Military Academy; M.A., Louisiana State University

Richard Allen Johnson (1985)

Head Basketball Coach

B.S., M.B.A., The Citadel

Caroline Brown Johnston (1984)

Lecturer in Education

B.A., Converse College

Lewis Pinckney Jones (1946)/Retired May 1987

William R. Kenan, Jr., Professor of History

A.B., M.A., Wofford College; Ph.D., University of North Carolina

Charles Dwight Kay (1986)

Assistant Professor of Philosophy

A.B., Princeton University; M.A., Ph.D., University of Pittsburgh

Philip Sven Keenan (1981)

Assistant Professor of Accounting

B.A., Michigan State University; M.B.A., University of Michigan; C.P.A.

James Albert Keller (1972)

Associate Professor of Philosophy

S.B., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University

Joseph Howard Killian, Jr. (1967)

Associate Professor of History

B.A., Wake Forest College; Ph.D., University of North Carolina

Joseph Daniel LeJeune (1986)

Lecturer in Physics

B.S., University of Southwestern Louisiana; Ph.D., Texas A & M University

Walter Raymond Leonard (1949)

John M. Reeves Professor of Biology

A.B., Tusculum College; A.M., Ph.D., Vanderbilt University

Joab Mauldin Lesesne, Jr. (1964)

President of the College and Professor of History

B.A., Erskine College; M.A., Ph.D., University of South Carolina

Mark David Line (1985)

Baseball Coach and Director of Intramural Sports

B.S., Erskine College; M.A., Western Kentucky University

Ta-Tseng Ling (1966)/Retired January 1986

Professor of Government

B.A., National Cheng-Chi University; M.A., Ph.D., University of Tennessee

William Clarence Maddox (1984)

Assistant Professor of Physics

B.S., M.S., Ph.D., Clemson University

George Brantley Martin (1981)

Associate Professor of English

A.B., Wofford College; M.A., University of Georgia; Ph.D., University of Manchester

Dan Baker Maulsby (1969)

Vice President for Academic Affairs and Dean of the College
Associate Professor of Sociology
 A.B., Wofford College; Ph.D., University of Tennessee

Larry Thomas McGehee (1982)

Vice President for Development and Professor of Religion
 B.A., Transylvania University; B.D., M.A., Ph.D., Yale University

Vincent Earl Miller (1957)

Professor of English
 B.A., New York State College for Teachers; Ph.D., University of Minnesota

William Scot Morrow (1970)

Associate Professor of Chemistry
 B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D., University of North Carolina

William Wilson Mount, Jr. (1977)

Associate Professor of Religion
 B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D., Yale University

Peggy White Nickson (1984)

Lecturer in Foreign Languages
 B.A., Stetson University; M.A., Vanderbilt University

Daniel Wayne Olds (1963)

Director of Computer Center and Computer Services and Professor of Physics
 A.B., Wabash College; Ph.D., Duke University

Mark Neil Packer (1986)

Assistant Professor of Philosophy
 B.A., State University of New York; M.A., Ph.D., Northwestern University

Ernest Gibbes Patton (1963)/Retired May 1987

Associate Professor of Biology
 B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University

John Moultrie Paulling (1984)

Assistant Professor of Mathematics
 B.S., Georgia Institute of Technology; M.S., Ph.D., North Carolina State University

Prentice C. B. Phillips (1984)/Through May 1987

Captain, United States Army
Assistant Professor of Military Science
 B.A., Wofford College

John William Pilley (1969)

Associate Professor of Psychology
 B.A., Abilene Christian College; B.D., Princeton University; M.A., Stetson University; M.S., Ph.D., Memphis State University

Linda Powers (1978)

Director of Media Center and Lecturer in English and Foreign Languages
 B.A., University of Miami; M.A.T., Converse College; M.A., University of South Carolina

David Hyde Prince (1958)

Professor of Education and Psychology
 A.B., M.A., Wofford College; Ph.D., University of North Carolina

James Edwin Proctor (1981)

Associate Professor of Finance
 B.A., Wofford College, M.B.A., University of South Carolina; Ph.D., Clemson University

Philip Noel Racine (1969)

Professor of History
 A.B., Bowdoin College; M.A., Ph.D., Emory University

John Wilbur Reece (1985)/Through August 1987

Major, United States Army
Assistant Professor of Military Science
 B.A., The Citadel, M.E.D., Ph.D., University of South Carolina

Richard Long Robinson (1966)

Professor of Mathematics
 B.S., Wofford College; M.A., Ph.D., University of Tennessee

Erika Scavillo (1985)

Lecturer in Foreign Languages
 Staatsexamen, University of Munich

Donald Marcell Scott (1966)

Associate Professor of Psychology
 B.A., M.A., Ph.D., Florida State University

Stephen Curtis Scott (1986)

Captain, United States Army
Assistant Professor of Military Science
 B.A., Morehead State University

Joao Alfredo Sedycias (1985)/Through May 1987

Assistant Professor of Foreign Languages
 B.A., M.A., Ph.D., State University of New York at Buffalo

James Edward Seegars, Jr. (1962)

Professor of Psychology
 A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky

John Lewis Seitz (1976)

Associate Professor of Government
 B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

Michael Galvan Serrato (1986)

Captain, United States Army
Assistant Professor of Military Science
 B.A., California State Polytechnic University

Crystal Camille Sharpe (1984)

Women's Basketball and Volleyball Coach
 B.S., M.A., Western Carolina University

William Hal Shuler (1984)

Assistant Football Coach
 B.A., Appalachian State University; M.Ed., The Citadel

Matthew Arnold Stephenson (1970)

T. B. Stackhouse Professor of Economics
 B.S., University of South Carolina; Ph.D., Tulane University

Duane Austin Stober (1963)

Associate Professor of Physical Education
B.S., Mankato State College; M.S., Indiana University

Christopher Sylvia (1983)/Through August 1986

Captain, United States Army
Assistant Professor of Military Science
B.S., Northwestern State University of Louisiana

Charles Laney Talbert, III (1986)/2nd Semester Only

Lecturer in Accounting
B.A., Wofford College

Thomas Vernon Thoroughman (1966)

Professor of History
B.A., M.A., Emory University; Ph.D., University of North Carolina

Gerald Thomas Thurmond (1980)

Assistant Professor of Sociology
B.A., Baylor University; M.A., Ph.D., University of Georgia

Joan Dina Tobey (1985)/1st Semester Only

Lecturer in Mathematics
B.S., University of Rochester

Deno Pedro Trakas (1980)

Associate Professor of English and Director of the Writing Laboratory
B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of South Carolina

David Hampton Tyner (1986)

Assistant Professor of Government
B.A., Wofford College; M.A., Ph.D., University of North Carolina

Benjamin Franklin Varn, Jr. (1985)

Assistant Professor of Computer Science
B.A., The Citadel; M.S., Texas A & M University; Ph.D., University of Florida

Elaine Stone Wagner (1977)

Lecturer in Art
B.F.A., Moore College of Art

Richard Mathias Wallace (1982)

Assistant Professor of Economics
A.B., Ph.D., University of South Carolina

Daniel Wayne Welch (1978)

Associate Professor of Physics
B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson University

David Melvin Whisnant (1983)

Associate Professor of Chemistry
B.S., University of Illinois; Ph.D., University of Wisconsin

Alanna Ivey Wildman (1984)/1st Semester 1985-86, 2nd Semester, 1986-87

Lecturer in Art
B.A., Converse College; M.A., Vanderbilt University

Susan May Wiley (1986)

Associate Professor of Accounting
B.A., M.B.A., University of Michigan

Phillip Cooper Wilks (1984)

Assistant Football Coach
A.B., M.A., Marshall University

Carol Brasington Wilson (1984)

Instructor in English
B.A., Wofford College; M.A., University of South Carolina

Annemarie Jansen Wiseman (1984)/1985-86 Only

Lecturer in Foreign Languages
M.A., Antwerp State University

Dennis Michael Wiseman (1979)/Leave of Absence 1986-87

Associate Professor of Foreign Languages
B.A., M.A., University of Arizona; Ph.D., University of North Carolina

David John Phelps Zogbaum (1986)/1st Semester Only

Lecturer in Foreign Languages
B.A., Yale University



Professors Emeriti, 1985-86, 1986-87

Fred Thomas Adams

Professor of Sociology, Emeritus

A.B., A.M., University of Alabama; Ph.D., Tulane University

Frank John Anderson

Librarian, Emeritus

A.B., Indiana University; M.S. in L.S., Syracuse University

Lawrence Harris Chewning, Jr.

Professor of English, Emeritus

B.A., Furman University; M.A., Ph.D., University of Virginia

Philip Stanhope Sheffield Covington

Professor of English, Emeritus

A.B., Emory University; A.M., Duke University; Lit.D., Wofford College

Harold William Green

Professor of Accounting, Emeritus

B.S., Shippensburg State College; Litt.M., University of Pittsburgh

John Wilbur Harrington/*Deceased April 1986*

Professor of Geology, Emeritus

B.S., Virginia Polytechnic Institute; M.S., Ph.D., University of North Carolina

Ta-Tseng Ling

Professor of Government, Emeritus

B.A., National Cheng-Chi University; M.A., Ph.D., University of Tennessee

William Alonzo Parker

Professor of Physics, Emeritus

A.B., Davidson College; M.A., Duke University

Howard McIever Pegram

Professor of Mathematics, Emeritus

B.A., Wofford College; A.M., Duke University

John Leonard Salmon

John M. Reeves Professor of Foreign Languages, Emeritus

A.B., Centre College; A.M., Harvard University

William Woodrow Scheerer

Professor of Physical Education, Emeritus

B.S., Memphis State College; A.M., Columbia University

Joseph Secondi

Professor of English, Emeritus

A.B., M.A., University of Virginia

Degrees and Honors Conferred 1985

Bachelor of Arts Degree

James Dock Abernathy, Jr.
Abner Spruill Alexander
Michael Drew Anderson
Charles Finley Atwater, Jr.
Christopher Paul Bailey
Paul Hayes Ballard
Thomas Franklin Bare, II
David Korsten Baringer
Virginia Margaret Barrett
Dennis Lee Belcher
Jeffrey Curtis Bell
Craig Byron Best
Paula Irene Binovec
John Alexander Birgerson
James Howard Blair, III
Dwight Earl Bridges
Charles Nathaniel Briley, Jr.
William Harold Brock
William Edward Butler
Elizabeth Jeannette Marie Caldwell
James Clifton Caldwell
John Wayne Carrigg, Jr.
Michael Dennis Carrouth
Charles Lamb Cauthen, Jr.
Earl Dennis Chatto
Lori James Coggins
Robin Gaye Coggins
Anthony Donald Coggiola
Robert Howard Coker
Rodney Alan Cothran
Caroline Forrest Couch
Thomas Albert Cowan
Gray Thomas Culbreath
Stacey Franklin Day
Robert Warren Derrick
Michelle Lynette DesChamps
William John Dunphy, Jr.
Stewart Edwin Ellison
William Banks Estridge, III
Heidi Faber
Theresa Kathleen Facelli
Glenn Andrew Faircloth
Joseph Francis Flowers, Jr.
Ronald Edward Foster
David Brian Gilliam
Daniel DeNyse Gilman
Phillip Daniel Graves
Pamela Eleanor Gregg
Kelly René Gregory
Eric Donovan Griffin
Mitchell Warren Gunter
Verlinda Ruth Gunter
Thomas Jenkins Hamilton
Thomas Barker Hollingsworth, Jr.
Harry Heyward Hornsby, Jr.

Charles Noble Hubbard
Jennings Clennon Hucks, Jr.
Roger Scott Humphries
Anthony Dean James
Joseph Ralph James, Jr.
Stephen Terrell Jeter
Fred William Johnson, Jr.
Stephen Peeler Johnson
Michael Francis Koska, III
Barry Hamilton Langrehr
David Patrick Lanier
Jonathan Randolph Lide
John Mark Liposchak
Richard Alan Loss
David Joseph Lyons
Timothy Eugene Madden
Glenn Blumenthal Manning, Jr.
Timothy James May
Jeffrey Walker McBride
Salters Staggers McClary, III
Hugh Blevins McConnell
Mary Ann McCrackin
Mareva Layne McDaniel
Harry Bernard McEuen, III
William Whitfield McNeill, Jr.
Peter Erwin Meeh
Elizabeth Lee Melton
Robert Dalton Mickle, Jr.
John Arthur Mielke
Alane Ann Miller
Clarence Samuel Milligan, Jr.
Elizabeth Susanne Moore
Ricardo Morales, III
Brian David Mosteller
James Donovan Mosteller, III
Lee Ann Myers
Paul Edgar Neil, III
Christopher Summers Nesbitt
Bobby Eugene O'Bryant, Jr.
Wilson Henry Oldhouser, III
Kenneth Dwayne Owens
Kenneth Rhodes Parham
Marcia Gail Patterson
Keith Allen Peterson
Mary Ashley Phillips
Alexander Odell Powers
John Crawley Rayne
Thomas Joseph Reeves, II
William Stanley Reiber
David Kenneth Rice
Anne Margaret Riis
Thomas Braddock Rowe
Karen Elizabeth Scruggs
Richard Hartley Sessums
Trudy Lyn Shumake

Sheila Rhea Smith
Tanya Wren Smith
Darrah Leigh Smoak
Harriet Plowden Snelling
Ernest Bradford Stadler
Charles Young Stanland
Michael Jeffrey Steele
Susan Lynn Stewart
Isaac McDuffie Stone, III
Donald Charles Suessmith, Jr.
James Edward Swicegood, III
Deborah Lee Temples
Michael David Trammell

Bachelor of Science Degree

James Carl Ables
William Bourgeat Alson
William Patrick Anderson
Ira Lee Andrews, IV
Ernest McIntosh Atkinson
Devan Lee Banks
Ethredge Myron Barwick, Jr.
Jeffrey Curtis Bell
Steven Mark Brewer
James Clifton Caldwell
Michael Eugene Campbell
David Stewart Carter
Kristen Marie Cogdill
Christopher Allen Cole
Douglas Raymond Curry
John Russell Dail
Joseph John Dorchak
Marcia Lynn Dover
Betsy Maurice English
Kiki Georgas
George Allen Gorrell
Phillip Hans Graham
Timothy Wayne Hampton
John David Hancock
James McConnell Hanna
Alfred Cletus Harmon, Jr.
Amy Elizabeth Harrison
David Greer Hart
Wendolyn Ann Hatton
Whitemarsh Gervais Hollowell
Robert David Howell
Phillip Wyatt Hudson

Honorary Degrees

Charles Livingstone Allen Doctor of Humanities
Thomas Travis Medlock Doctor of Laws
Floyd Wolfe Denny, Jr. Doctor of Science

John Scott Turpin
Dennis James Van Winkle
Susan Elizabeth Wallace
Troy Scott Watford
Lori Suzanne Watson
Richard Carlton Watson
Allyson Suzanne Way
Thomas Hoadley Westbrook
Don Franklin White, Jr.
Myles Wentworth Whitlock, III
David Raymond Williams
Kenneth Lazarus Wilson
Michael Charles Wolfe

Charles Ray Huntsinger, Jr.
Robert Donald Johnson, Jr.
Peter Michael Koehler
Riaz Abdulaziz Lalani
Sanjiv Samuel Lall
Timothy Mark Litjewski
Sophia Elizabeth Mahmoud
Marshall Randolph Martin
Larry Bryant Mason
David Richard McAlister
Mary Ann McCrackin
Patricia Ann McGonnigal
Walter Brown Mebane, III
Julie Marie Milner
Timothy Edward Moore
Donald Todd Morgan
Gilbert Edward Parker, Jr.
Dennis Eark Pike, Jr.
Margaret Theresa Ramsey
Mitchell Jeffrey Randolph
Phoebe Anderson Richardson
William Green Sandifer, III
James Anthony Seagraves, III
Jeff Douglas Soracco
Mark Robertson Stokes
Robbin Marie Thrailkill
David Bowen Truluck
Monica Renee Warsaw
Teresa Gail Webster
Tracey LaDonna White
Lila Hazel Williams

Honors in 1985 Graduating Class

Summa Cum Laude

Steven Mark Brewer
David Greer Hart
Mary Ann McCrackin
Lee Ann Myers
Wilson Henry Oldhouser, III
Gilbert Edward Parker, Jr.
Phoebe Anderson Richardson
Anne Margaret Riis

Magna Cum Laude

Jeffrey Curtis Bell
Paula Irene Binovec
Elizabeth Jeannette Marie Caldwell
Betsy Maurice English
Heidi Faber
Phillips Hans Graham
Marshall Randolph Martin
Jeffrey Walker McBride
Alane Ann Miller
Donald Todd Morgan
Kenneth Dwayne Owens
Dennis Earl Pike, Jr.
Susan Lynn Stewart
Allyson Suzanne Way

High Honors in History

Mareva Layne McDaniel

Algernon Sydney Sullivan Awards

Arthur Mitchell Faulkner

Kenneth Dwayne Owens

Mary Mildred Sullivan Awards

Margaret Pipkin Adams

Elizabeth Lee Melton

Class of 1985

B.A. Graduates	136
B.S. Graduates	63
TOTAL GRADUATES	199

Cum Laude

Virginia Margaret Barrett
David Stewart Carter
Thomas Albert Cowan
Robert Warren Derrick
Marcia Lynn Dover
Eric Donivan Griffin
Thomas Jenkins Hamilton
Alfred Cletus Harmon, Jr.
Anthony Dean James
Michael Francis Koska, III
Richard Alan Loss
Larry Bryant Mason
Mareva Layne McDaniel
Julie Marie Milner
James Donovan Mosteller, III
Christopher Summers Nesbitt
Marcia Gail Patterson
Karen Elizabeth Scruggs
Tanya Wren Smith
Donald Charles Suessmith, Jr.
Susan Elizabeth Wallace
Troy Scott Watford
Thomas Hoadley Westbrook
Tracey LaDonna White

Degrees and Honors Conferred 1986

Bachelor of Arts Degree

Jane Elizabeth Abernathy
Robert Jay Allinson
Robert Jason Allred
Frances Ann Altman
Sarah Donna Baker
Gary Donald Barber, Jr.
John Joseph Barrett, III
Michael Murph Beardsley
Angela Renee Richard
Edward Ray Blakemore, Jr.
Robert Hanselle Bobo
James Clowney Brice, III
Walter Miller Brice, IV
Barton Boyd Brown, II
Darrell Eugene Brown
James Johnson Buchman, Jr.
John Melvin Bunn
Angela Lynn Burnett
Michael Brantley Burrell
Mark Reagan Calhoon
William Chesley Cannon
William James Pharr Carstarphen
Claire Griffin Carswell
Robert Gerald Chambers, Jr.
Michael Ellis Chandler
Maria Christine Charles
Dariusz Krzysztof Ciesiolkiewicz
Todd Wakefield Cline
Valérie Lynn Côté
Marcia G. Danzeisen
Harry Howard Davis, Jr.
Robert William De Witt
Dennis Randall Dixon
Lisa Jo Easterling
Joseph S. Eaton, IV
Melissa Gail Ellenburg
David William Elmore
Jill Simpson Evans
Roy Andrew Evans
Edgar Vaughn Fetzner
Linda McCrea Floyd
Paula Scott Fogarty
Eric Garrett Fosmire
Horace Dagnall Free, Jr.
Paul Fulton, III
Dana Margaret Gantt
John Lucien Gardner
Robbie Forrester Gardner, III
Kevin Leslie Geddings
Caroline Hampton Giles
Donald Sidney Grant, Jr.
William Lee Gravely
Alton Glenn Greene, III
Duane Bruce Haimbach

David Lloyd Hammond
Mark Elliott Hammond
Dwayne Eric Harris
Mark Mitchell Hartsell
Robert Lee Hastings
Neal Scott Helman
Kim Etise Henry
Mark Lyn Herring
William Harrison Hightower, IV
David Garrison Hill
Mark Stephen Hoffman
Danny Marion Holcombe
John McCutchen Holler
Thomas Wooten Holmes
Mark Reynolds Hoover
Lesley Fairfield Horstman
Morris Angele Hubbard
Ivory Joseph Huggie
Hugh Scott Huggin
David Youle Hulse, Jr.
Matthew Blair Hunt
Louis Henry Hutto, III
William Dell Hartt Jennings
Brian Arthur Johnson
Joe Perry Johnson, III
Robin Lynne Johnson
Henry Watson Jordan, II
Jeremy Elmer Kerl
Douglas Fred Kight
Phillip Darrell Kimbrell
Edward Lewis Kinley
Christopher Yaqub LalDin
Joseph Smith Lambert, Jr.
Gerald Mason Lanford
Allison Woodville Ledbetter, III
Carol Stokes Liles, II
Arthur Bernard Lindsay
Fara Lee Lockaby
James William Logan
Nathaniel Allen Long
Juan Carlos Maldonado Bermurdez
Stephen Forrest Mann
Sandra Allison Martin
John Hancock Matthews
Timothy Reid McBride
Steven Thomas McCarter
Edward Bruce McKee
Ellnor Tracy McKenzie
Keith Edward McLelland
Howard Christopher Mercer
David Bernard Moore
Susan Fumiko Motter
Jerry William Neal, Jr.
David Allen Nelson

Pamela Deneen Nicholls
Elizabeth Diane Noe
Joseph Richard O'Brien, Jr.
Jo Angela Owings
Glenn Roberts Pace
Susan René Padgett
Philip James Papadis
Gary Lawrence Patterson
Rodney Wade Payne
Sheila Marie Pollard
Joseph High Pope
Sheila Joan Poteat
Elizabeth Eileen Preston
Todd Andrew Putney
Sheryl Ann Ray
Gerald Kenneth Reese
Robert Blakely David Reeves
David Marcellus Renwick
Norman Smith Richards, Jr.
Teresa Annette Roof
John Armstrong Ross, II
John Grayson Rothrock
Jeffery Scott Rowland
Donald Ray Savage
Gary Dean Seagle
Albert Lanier Sealy, III
Russell Michael Shealy
Henry Radcliffe Sims, Jr.
Frances Elizabeth Slattery
Emanuel Thomas Smith
Leslie Hintz Smith

Miles Scott Smith
William Gause Smith
Robyn Ready Snelgrove
David Walter Somers, III
Christopher Roberts Stepp
Douglas Michael Steward
Edward Burton Stewart
Brand Reid Stille
Elizabeth Ann Tankersley
James Risher Tatum
Mark Edward Taylor
Toby Wayne Taylor
Eugene Hood Temple
James Patrick Thornton, II
John Dean Tobias
Noel Barton Tuck, III
Stephen Wainwright Twing
Amy MacRae Ussery
Lu Anne Vaughan
Stephen Paul Voyles
Rhonda Faye Watt
Elizabeth Ann Welch
Harrison Hayes Wexler
David Bennett White
Denise Lynette Whitt
Gary Lee Wilkins
Joseph George Wirtz, Jr.
Tina Maria Wright
Jerry Milesboyd Wyatt
Suzanne Hamilton Young

Bachelor of Science Degree

Demitra Pete Athanasiadis
Kenneth Gold Bolin, Jr.
Robert Jeffrey Boone
Alfred George Bové, Jr.
James Durant Bramlett, Jr.
Derrick Bruce Bulsa
Ralph Donald Cannon, Jr.
Claire Griffin Carswell
Alan Houston Carter
Angela Lynn Clary
Kevin Eugene Comer
Eric Jerome Couch
William West Dohn
Susan Rebecca Donald
Ralsá Patrick Durham
Neil Charles Gillespie
Happy Beth Greene
Lisa Carole Greene
James Todd Gregory
James Gordon Halford, III
Alfred Wilson Hamer, III
Margaret Ellynn Hagler-Harvey
Jack Milton Hawkins, Jr.
David Walter Hiott
Timothy Wayne Hodge

Evans Parnell Holland, Jr.
Jeffrey Robb Holt
Christopher Todd Hughey
Eric Doyle Jarrett
Robert Michael Joseph
Deanna Kanellos
Moshin Kapasi
David Thomas Koon
Spyros Alexander Koutsoukis
James David Lambert
Dewey Edward Lewis
Fernando José Maldonado Bermurdez
Stuart Sheldon Matthews
Janet Lisa Merrell
Carolyn Mallory Mills
James Oscar Morphis, III
Harriett Elizabeth Moses
Jeffrey Miles Newman
Hugh Edward Nuckolls
John Elliot Palmer
Mary Virginia Parker
Teresa Kay Parker
Donna Lynn Payne
George Turner Perrow, Jr.
Pamela Plotkin

Sherry Ann Gentry Pye
Donna Carol Reaves
Cynthia Leigh Richardson
Leroy Fitzgerald Robinson
Mary Ellen Slaughter
Stanley Allen Smith
Paul Adrien Soutter
Betty Denise Spring
Mary Victoria Tatum

Charles Scott Turner
George Kenneth Walker, Jr.
Rebecca Faye West
Barney Whitworth Williams
Lynette Rochelle Wilson
Michael Brian Wilson
Jan Denyse Woods
Charles Wendell Woolen

Honorary Degrees

James Thomas Laney Doctor of Divinity
James Grady Locklear Doctor of Humanities
David Glenn Williamson, Jr. Doctor of Laws

Honors in 1986 Graduating Class

Summa Cum Laude

Jane Elizabeth Abernathy
John Melvin Bunn
Robert Gerald Chambers, Jr.
Angela Lynn Clary
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Jill Simpson Evans
David Walter Hiott
James William Logan
Jeffrey Miles Newman
Pamela Deneen Nicholls
Mary Victoria Tatum
Lu Anne Vaughan
Michael Brian Wilson

Mary Ellen Slaughter
Leslie Hintz Smith
John Dean Tobias
Suzanne Hamilton Young

Cum Laude

Frances Ann Altman
James Clowney Brice, III
Derrick Bruce Bulsa
Angela Lynn Burnett
Deric Jerome Couch
Melissa Gail Ellenburg
Linda McCrea Floyd
Robbie Forrester Gardner, III
Kevin Leslie Geddings
Phillip Darrell Kimbrell
Dewey Edward Lewis
Timothy Reid McBride
Ellnor Tracy McKenzie
Janet Lisa Merrell
Carolyn Mallory Mills
Susan Fumiko Motter
Susan René Padgett
Leroy Fitzgerald Robinson
Teresa Annette Roof
Robyn Ready Snelgrove
Charles Scott Turner
David Bennett White
Lynette Rochelle Wilson

Magna Cum Laude

Angela Renee Bichard
Claire Griffin Carswell
Michael Ellis Chandler
Maria Christine Charles
Todd Wakefield Cline
Paula Scott Fogarty
David Garrison Hill
Eric Doyle Jarrett
Robin Lynne Johnson
Moshin Kapasi
Phillip James Papadis
Donna Lynn Payne
Sheila Joan Poteat

Algernon Sydney Sullivan Awards

Harold William Green

Brand Reid Stille

Mary Mildred Sullivan Awards

Addie Mae Littlejohn

Lisa Jo Easterling

Class of 1986

B.A. Graduates 168
B.S. Graduates 67
TOTAL GRADUATES 235

Student Body Statistics Students Entering September 1985

New Students (Day 45, Resident 270)	315	Former Students (Day 8, Resident 7)	15
Transfer Students (Day 4, Resident 18)	22	Special/Non-Credit Students (Day 20, Resident 0)	20
		Total	372

Geographical Distribution of Student Body

1985-86

Alabama	10	Tennessee	9
Arkansas	1	Texas	3
Connecticut	4	Virginia	9
Delaware	1	West Virginia	2
District of Columbia	2		
Florida	59	Total U.S.	1126
Georgia	97		
Indiana	1	Bahamas	1
Kentucky	1	Colombia	1
Maryland	2	Greece	1
Michigan	1	Holland	1
Mississippi	1	Korea	1
North Carolina	77	Poland	1
New Jersey	5	Switzerland	2
New York	6	United Arab Emirate	1
Pennsylvania	2	Venezuela	2
South Carolina	833		
		Total Enrollment	1137

Students Entering September 1986

New Students (Day 41, Resident 282)	323	Former Students (Day 4, Resident 7)	11
Transfer Students (Day 16, Resident 18)	34	Special/Non-Credit Students (Day 17, Resident 0)	17
		Total	385

Geographical Distribution of Student Body 1986-87

Alabama	12	Virginia	11
Connecticut	4	West Virginia	2
Delaware	1	Wyoming	1
District of Columbia	2		
Florida	50	Total U.S.	1128
Georgia	90		
Louisiana	1	Bahamas	1
Maryland	1	Canada	1
Massachusetts	1	Colombia	1
Mississippi	1	England	1
New Jersey	5	Germany	3
New York	7	Greece	1
North Carolina	81	Korea	1
Pennsylvania	2	Syria	1
South Carolina	842	United Arab Emirate	2
Tennessee	13		
Texas	1	Total Enrollment	1140

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 - Biology/98
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 - English Language and Literature/107
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 - Mathematics/127
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